Degree Project with Specialization in English Studies and Education
15 Credits, Second Cycle

Is Early L2 Reading of Children’s Literature a Good Idea?
How the attitudes to reading English children’s literature affect book access and teacher-library collaboration in two Swedish primary schools

Är tidig läsning av barnlitteratur en bra idé i engelskundervisningen?
Hur attityder till läsning av engelsk barnlitteratur påverkar tillgången till böcker och samarbetet mellan lärare och biblioteket i två svenska grundskolor

Jennifer Oldby
Elin Rushworth
Acknowledgements

We would like to express our sincere gratitude to our supervisor Chrysogonus Siddha Malilang who has supported us with valuable insight throughout our writing process. Finally, we would like to thank each person who generously participated in this study and thereby contributed with priceless input.
Abstract

This case study investigates how teachers’ and school librarians’ attitudes towards L2 reading in years 1-4, as well as their perceived book access and teacher-library collaboration, influence the use and reading of English children’s literature in two Swedish primary schools. This study is motivated by the importance the English language has in Sweden for higher education, the previous research proving powerful language benefits of extensive L2 reading, as well as the recent proposition to strengthen the school library’s role in Sweden. The data collected through qualitative, semi-structured interviews suggests that the participants’ attitudes affect book access, teacher-library collaboration and finally the pupils’ reading of English children’s literature at school. The results show that a confident and positive attitude towards early L2 reading appears to result in more reading, whereas more hesitant attitudes result in less reading. Despite the positive attitudes towards L2 reading in general, most teachers still displayed ambivalent attitudes toward dedicating ample class time to the reading of English children’s literature in the earliest years, often perceiving such reading as too difficult for their pupils. This ambivalence negatively affects the teacher-library collaboration, the inadequate access to physical books catering for the youngest pupils, as well as these learners’ early exposure to English reading. The results indicate that the interpretative nature of the English syllabus has teachers perceive the urgency of reading English children’s literature differently, consequently resulting in different reading practices. In a macro perspective, an unwelcome consequence for Swedish pupils may be an unequal reading preparation for the increasing English demands ahead.

Key words: EFL, ESL, English children’s literature, teacher attitudes, teacher-library collaboration, book access, early L2 reading, Extensive Reading, Book Flood, young language learners, primary school.
Individual contributions

We hereby certify that all parts of this essay reflect the equal participation of both signatories below:

The parts we refer to are as follows:
• Planning
• Research questions selection
• Article searches and decisions pertaining to the outline of the essay
• Conducting interviews with the participants
• Presentation of background, findings, discussion, and conclusion

Authenticated by:

Jennifer Oldby

Elin Rushworth
Table of contents

1. Introduction .......................................................................................................................... 6
2. Aim and Research Question .................................................................................................. 8
   2.1 Aim .................................................................................................................................. 8
   2.2 Research question ........................................................................................................... 8
3. Background ........................................................................................................................... 9
   3.1 Reading with young language learners .......................................................................... 9
      3.1.1 Book Floods and Extensive Reading ..................................................................... 10
      3.1.2 Literature-Based Instruction and the Shared Book Method .................................. 10
      3.1.3 English children’s literature (ECL) ...................................................................... 10
      3.1.4 Reported language benefits of L2 reading ............................................................ 11
      3.1.5 Language input and acquisition ............................................................................ 12
      3.1.6 Collective reading and social constructivism ......................................................... 12
      3.1.7 Scaffolding ............................................................................................................. 13
3.2 Attitudes ............................................................................................................................. 13
   3.2.1 Elements of attitudes ............................................................................................... 13
   3.2.2 Teacher attitudes ...................................................................................................... 14
   3.2.3 Teacher attitudes towards L2 reading ...................................................................... 14
3.3 Access to reading materials ............................................................................................... 15
3.4 Sweden’s educational policy .............................................................................................. 16
   3.4.1 The English syllabus for primary school ................................................................. 16
   3.4.2 The role of the school library ................................................................................... 18
   3.4.3 Teacher-library collaboration .................................................................................. 18
   3.4.4 The school library as a resource for L2 reading ....................................................... 19
4. Method .................................................................................................................................. 20
   4.1 Theoretical framework ................................................................................................. 20
   4.2 Participants .................................................................................................................... 20
      4.2.1 Selection of participants ....................................................................................... 21
   4.3 Data collection ................................................................................................................. 21
      4.3.1 Semi-structured interviews ................................................................................... 22
   4.3.2 Data collection procedure ....................................................................................... 22
   4.3.3 Analysis of collected data ....................................................................................... 22
4.4 Ethical considerations ........................................................................................................ 23
5. Results .................................................................................................................................. 24
   5.1 Attitudes to reading ECL in years 1-4 ........................................................................... 24
5.1.1 The participants’ cognitive attitudes ................................................................. 24
5.1.2 The participants’ affective attitudes ................................................................. 25
5.1.3 The participants’ behavioural attitudes ............................................................. 26
5.1.4 The participants’ collective attitudes ................................................................. 28
5.2 Perceived access to appropriate ECL in school .................................................... 29
5.3 Perceived teacher-library collaboration in English ................................................. 30
5.4 How attitudes and access affect teaching, collaboration, and the promotion of reading ECL in school ................................................................. 32
5.5 Emerging themes ................................................................................................. 34
  5.5.1 Obstacles to including ECL in school ............................................................. 34
  5.5.2 Possibilities for including ECL in school ....................................................... 35
6. Discussion .................................................................................................................. 37
  6.1 Attitudes towards ECL ....................................................................................... 37
  6.2 Access to ECL .................................................................................................... 39
  6.3 Teacher-library collaboration ............................................................................ 39
  6.4 Teacher interpretation of the English syllabus and its effect on L2 reading ......... 40
  6.5 The interpretive nature of the English syllabus as an obstacle to L2 reading ....... 41
7. Conclusion ................................................................................................................ 42
8. References ............................................................................................................... 44
9. Appendices .............................................................................................................. 50
1. Introduction

By now the benefits of reading literature in English as a second or foreign language have been well documented. Mounting evidence from studies on Extensive Reading (ER) and Book Floods suggest that a generous supply of English children’s literature (hereafter ECL), in combination with time to read can improve reading literacy for young ESL/EFL pupils.

English plays an important role in Sweden. Pupils start to learn English early, and later English is considered one of the three core subjects in compulsory school. Our standpoint is that pupils should experience shared reading of ECL already in years 1-4 (when the pupils are 6 to 11 years of age), so they are better prepared for the requirements of year 5 and 6. We are convinced that such early reading together with a teacher will ensure a steady reading progression, cultivate a reading habit, and better prepare pupils for later more advanced reading and writing in English. A recent law proposal has emphasized the need to strengthen the role of the school library in Sweden to promote reading and language development. However, despite the prominent role of English and the advantages of reading ECL, not much attention is given to how Swedish school libraries should promote English reading.

Research on how English teachers in Sweden work with ECL in their own teaching was not located. Nor have we been able to find Swedish research investigating English teachers’ and school librarians’ attitudes to reading ECL. Thus, there is a gap of knowledge here that we hope our own research can help fill. We were especially interested in researching the attitudes towards reading ECL with young pupils because attitude may be a strong factor influencing teaching practice. Also, access to appropriate ECL is a prerequisite for reading, so we wished to gain better understanding of how teachers experience their access to ECL in school. Furthermore, we wanted to learn more about how English teachers perceive their collaboration with the school library and finally, how a school librarian may view these matters. In the light of the recent law proposal concerning school libraries, we regard this relevant and timely to investigate. Thus, this case study focuses on understanding primary school teachers’ and school librarians’ attitudes towards reading ECL in years 1-4, their perceived access to appropriate ECL in school, as well as their perceived collaboration in matters concerning English.
We have chosen to concentrate on years 1-4 because as future P-3 teachers (preschool class - year 3) we naturally wanted to learn more regarding the age group. In addition, we included grade 4 because as P-3 teachers we are obliged to prepare our pupils for grade 4 English. This also adds a wider perspective to our research as grade 4 has considerably more hours of English compared to years 1-3.

It is necessary to highlight that our case study focuses on the professionals’ own subjective attitudes and perception. Our findings cannot be regarded as an objective representation of all schools in Sweden. Nevertheless, this case study can still offer valuable insight into how some professionals in Sweden view and experience these matters. By researching teachers’ and school librarians’ attitudes towards reading ECL, as well as their perceived access to literature and collaboration, we may better understand the factors affecting the use of children’s literature in English teaching. This will be helpful for us as future primary school teachers, as well as other professionals, wishing to support second language acquisition by dedicating class time to the reading of ECL. This study may also reveal if there is untapped potential in using the school library as a resource for reading English.
2. Aim and Research Question

2.1 Aim

We wish to understand English teachers’ and school librarians’ attitudes towards reading ECL in years 1-4. We also want to understand their access to literature, their collaboration and how these factors may influence the use and reading of ECL.

2.2 Research question

How does access, attitudes of, and collaboration between English primary school teachers and school librarians in Sweden affect young EFL/ESL pupils’ reading of English children’s literature in school?

We have broken down the main themes of our research question (access, attitudes, and collaboration) into four sub-questions:

1. What attitudes do English teachers in years 1-4 and school librarians have towards reading ECL in school?
2. How do they perceive their access to appropriate ECL in school?
3. How do they perceive their collaboration concerning matters related to English and reading?
4. How do their attitudes to reading and their access to literature affect their English teaching, collaboration, and promotion of reading ECL in school?
3. Background

In this section we will motivate why reading children’s literature in ESL/EFL is important for language acquisition. First, we clarify what reading with young language learners entails and explain relevant reading methods. ECL will also be defined. Further on, examples will be given of the language benefits previous research has found using ECL in the ESL/EFL classroom. The social element of reading and relevant language theories will also be explained. Further on, the three elements of attitude are clarified and the importance of access to good reading materials is motivated. Finally, we will discuss the English syllabus, the school library’s role, and teacher-library collaboration.

3.1 Reading with young language learners

Reading is an important language ability both in L1 and L2. PISA (Program for International Student Assessment) defines reading as “understanding, using, reflecting on and engaging with written texts, in order to achieve one’s goals, develop one’s knowledge and potential, and participate in society” (OECD, 2016). Anderson writes that “reading, perhaps more than any other language skill, provides the foundation for success in language learning and academic learning” (2012, p. 218).

For young learners, reading compelling children’s literature is strongly recommended in both L1 and L2 to encourage reading literacy and motivation (Bland, 2013; Ghosn, 2013). In early reading in L1 an adult’s reading aloud to emergent readers is considered beneficial for language development and literacy, as well as a steppingstone towards future independent reading (Lundberg, 2010). Thus, when reading in L2 with the youngest learners, pupils should first read together with an adult like emergent readers do in L1. Furthermore, learners’ reading ability in L2 is often connected to their reading ability in L1 as their previous knowledge in L1 can offer support for L2 reading (Pinter, 2017). Keaveney and Lundberg (2014) emphasizes that pupils cannot be expected to read in L2 before they read in L1, but once pupils have developed reading skills in in L1, they can be encouraged to interact with written texts in L2 together with their teacher.
In a Swedish primary school context this implies that reading in English should not start before reading in Swedish. Also, learners should be familiar with teacher read-alouds and/or independent reading of children's literature in Swedish, before introducing ECL.

3.1.1 Book Floods and Extensive Reading

Book Floods and Extensive Reading (ER) are approaches in ESL/EFL where a vital feature is that pupils are given access to a generous supply of L2 literature suitable to their language level and interest along with ample time to read during school hours. In ER the reading materials should be easy and within the learners’ comfort zone to encourage reading, motivation, and enjoyment (Day & Bamford, 2002). In most aspects Book Floods are the same but ER focuses on individual silent reading for pleasure where reading should be its own reward (Day & Bamford, 2002). A Book Flood on the other hand can contain both individual silent reading and/or literature-based instruction with read-alouds and follow-up activities (Elley, 2000). However, the access to good reading materials and the act of reading is essential in both approaches and are therefore of interest to our case study.

3.1.2 Literature-Based Instruction and the Shared Book Method

In essence, literature-based instruction and the shared book method (or shared reading) refer to the same type of teaching practice featuring repeated read-alouds, book discussions and a wide range of follow-up activities related to the reading materials. Ghosn (2013) states that “central to the literature-based approach is the role of reading; beginning learners engage in dialogic or shared reading with the teacher, whereas more advanced learners read on their own” (p. 174). Typically, there is a pre-reading stage consisting of discussions of the book’s cover illustration, theme, or key vocabulary, followed by the reading stage when the teacher reads the book aloud and gives explanations. Finally, in the post-reading stage the activities can range from e.g., drawing, acting out the story, rewriting the story or engaging in silent reading (Early, 1991; Elley, 2000). This is relevant for years 1-4 in Sweden as pupils need this additional scaffolding when beginning to read in L2.

3.1.3 English children’s literature (ECL)

In the book *Storybridge to Second Language Literacy*, Irma-Kaarina Ghosn refers to Zena Sutherland’s definition of children’s literature as books which are written especially for children, read and enjoyed by children and that meet high literacy standards (Ghosn, 2013). Grenby (2014) highlights that children’s literature are books intended to entertain children at least as much as to instruct them. Hence, the purpose of reading for enjoyment is considered a vital feature of children’s
literature. ECL is commonly richly illustrated and divided into the age groups 3-8 for picture books, 5-9 for early readers and 7-10 for first chapter books (Myrick, 2020). ECL includes a wide range of genres e.g., fairy tales, picture books, poems, fact books, cartoons, chapter books and graded readers. Graded readers are children’s literature because they usually are written as stories or simplified versions of classic fairy tales to encourage reading and enjoyment in L2 (Schneider, 2016). English language textbooks on the other hand are not ECL as they are not written as stories and they focus on language learning and skill building rather than enjoyment.

In this study, ECL covers the written print in English that has been especially written with children in mind to cater for the child’s enjoyment, interests and/or language development. Although the focus of this case study is primarily on physical paper books, we do also include ECL in digital format if the e-book contains print. Consequently, audiobooks are not relevant for our case study.

3.1.4 Reported language benefits of L2 reading
Many studies on reading children’s literature in L2 report positive effects on young children’s second language acquisition. Results collected from studies dating back as early as to the 1970s’, support that Book Floods featuring both individual and shared reading can improve ESL learners’ oral language, word recognition, story writing, as well as their reading and listening comprehension (Elley, 2000). For example, the large-scale “Fiji Book Flood” initiated in the 1980s involving children from 12 primary schools, confirmed that both the shared book method and the individual silent reading approach had large positive effects on pupils’ reading, writing, listening, oral skills and vocabulary knowledge as the book flood pupils continuously outperformed the control groups (Elley et al., 1996).

More recent Book Floods and Extensive Reading projects with young ESL/EFL learners have confirmed the results of these early Book Flood studies. Research has again showed that reading ECL can improve pupils’ English writing in spelling, text structure, story building skills and story plot development, as well as help young emergent readers become independent readers (Akrofi et al., 2016; BavaHarji et al., 2014; Birketveit & Rimmereide, 2017). Thus, by now both researchers and teachers can be confident that plentiful reading in ESL/EFL, whether in the form of the shared book method or individual silent reading, does indeed support young pupils’ second language acquisition.
3.1.5 Language input and acquisition

Krashen’s comprehensible input hypothesis and reading hypothesis favour reading in L2 because a generous supply of books can give L2 learners the input necessary for language acquisition. In Krashen’s input hypothesis he argues that language is acquired subconsciously when the learner understands the language that he or she is subjected to. Acquisition occurs when learners are exposed to language already familiar to them, along with some new language items that are just one step beyond their current language level (Lightbown & Spada, 2013). Krashen writes “we acquire language when we understand what we hear and read” (2008, p. 179). Consequently, the language input must be understandable and not too difficult. According to him, learners learn to write by reading, and reading improves spelling and vocabulary (Krashen, 1985; 1989; 2003). Also, grammar can be acquired without any specific language instruction if there is enough comprehensible input (Krashen, 1985; 1989). In Krashen’s reading hypothesis he argues that reading is an important form of input for second language acquisition:

The manifestation of the Comprehension Hypothesis in literacy is the Reading Hypothesis, the claim that we learn to read by reading, as well as the claim that reading is the source of much our vocabulary and spelling competence, our ability to handle complex grammatical structures, and to write with an acceptable writing style.

(Krashen, 2008, p. 180)

Essentially, Krashen argues that reading alone is enough to improve L2 learners' reading and writing so reading extensively is strongly supported by the input hypothesis and the reading hypothesis. Unfortunately, despite research consistently showing the benefits of reading in L2, he claims there still appear to be doubts of readings’ effectiveness as few language programs have implemented extensive reading (Krashen, 2011). He criticizes what he refers to as “the skill-building hypothesis” where learners first study vocabulary, grammar, and short texts while real language use is delayed until the rules are mastered (2008, p. 179). He writes “real reading is delayed until phonics is mastered” (p. 179) pointing out how the skill-building hypothesis often is applied to literacy development in L2.

3.1.6 Collective reading and social constructivism

According to Lev Vygotsky (1981), learning depends on the role of others, adults but more importantly other children (Smidt, 2009). Vygotsky believed that through ‘socialisation’, meaning;
when the child is interacting with others and participating in a common activity, the child becomes initiated into that culture (Smidt, 2009). Smidt further develops the reasoning, by arguing that when we share something with others, we take our first steps in joining that shared culture. Thus, when a young pupil participates in a reading activity together with both the teacher and fellow classmates, the pupil becomes a member of ‘those who read’ (2009, p. 37).

Another aspect of Vygotsky’s theories related to reading concerns the Zone of Proximal Development (ZPD). This concept is usually cited as; “with collaboration, direction, or some kind of help the child is always able to do more and solve more difficult tasks than he can independently” (Vygotsky et al., 1987, p. 209). Furthermore, the instruction that the child receives in school is “largely a function of imitation” and is not aimed at what the pupil already can do independently but rather in what he cannot yet do (1987). Therefore, this implies that young pupils need to be challenged with reading activities that they can imitate until they can master them on their own.

3.1.7 Scaffolding

Similar ideas on the importance of collective learning can be attributed to Jerome Bruner, who developed the concept ‘scaffolding’. Bruner used this analogy comparing the supportive structure that is put up while a building is being built or restored to what parents do when guiding a child (Smidt, 2011). Furthermore, Bruner saw ‘the role of a more experienced other’ as fundamental in the learning process and that teachers must pay great attention to matching the learner’s current needs (2011, p. 23). Hence, teachers have a responsibility to give the precise amount of support to their pupils while developing their reading skills. Consequently, when reading with young learners a teacher can provide the right amount of scaffolding through shared reading.

3.2 Attitudes

3.2.1. Elements of attitudes

A person’s attitude involves thoughts, emotions, and actions. In social psychology attitudes are considered to consist of cognitive, affective, and behavioural/conative responses (Ajzen, 2005; NE, 2021). The cognitive aspects refer to what a person thinks or knows about something (NE, 2021). It is linked to the thoughts about, and the beliefs and perceptions of, the attitude object (Ajzen, 2005). The affective aspects refer to how a person feels about something (positively or
negatively), while the *behavioural or conative responses* concern how the person behaves or acts (NE, 2021). Ajzen writes that “responses of a conative nature are behavioural inclinations, intentions, commitments, and actions with respect to the attitude object” (2005, p. 5). Hence, a person’s attitude towards something also influences behaviour.

Researchers have previously applied the three components of attitude (cognitive, affective, and behavioural) when analysing teachers’ attitudes (see Firda et al., 2018). Thus, the cognitive, affective, and behavioural responses of attitude offer a sensible way to approach attitudes also in our case study as we believe that the professionals’ attitudes toward reading, is likely to influence their behaviour and teaching.

### 3.2.2 Teacher attitudes

Teacher attitudes and beliefs about teaching influence their teaching. Squires and Bliss write “all teachers bring to the classroom some level of beliefs that influence their critical daily decision making” (2004, p. 756). Previous research on literacy in L1 suggests that there is a correlation between teachers’ attitudes and beliefs about literacy and their teaching practice (McCoss-Yergian & Krepps, 2010; Squires & Bliss, 2004). Consequently, teachers’ attitudes towards reading literature in L2 may influence how they prioritize and promote reading in English class.

### 3.2.3 Teacher attitudes towards L2 reading

It has been difficult to find research specifically studying teachers’ attitudes towards reading children’s literature with young pupils. Nevertheless, a survey collected from 294 primary schools in Hong Kong conveyed that a large majority of schools (94.5%) supported the idea of extensive reading as teachers believed it could benefit their pupils’ language learning (Yu, 1994). Out of all the schools agreeing that extensive reading was useful, only around 40% expressed interest in joining an extensive reading program. The survey also conveyed that many teachers perceived reading in English as difficult for their pupils (Yu, 1994). Most schools claimed they had access to English books in classroom libraries, but the pupils were given little classroom time to read. Furthermore, the school library did not appear to support reading in English. Yu (1994) writes “many teachers are still sceptical about allocating English periods to aid pupils' extensive reading” (p. 262). She further concludes that some teachers seem to view extensive reading as an additional activity or as “a “luxury” one can only afford when textbooks have been covered” (p. 262).
A more recent Norwegian study found that English teachers appeared to be aware of the benefits of extensive reading, but rarely used texts longer than those in the textbook in their English class (Bakken & Lund, 2018). The teachers also expressed concern about pupils not wanting to read or being able to read books. The researchers write that many teachers emphasized that the English texts used in class cannot be “too difficult” or “too long” (2018, p. 82). Some teachers expressed an interest in using more literature in their class but revealed concerns about time constraints and access to appropriate books.

In an Indonesian study on teachers’ cognitive, affective, and behavioural attitudes towards extensive reading with older language learners, the researchers found that most teachers had positive cognitive and affective attitudes towards ER, but only moderately positive or even hesitant behavioural attitudes (Firda et al., 2018). The teachers expressed that they believed pleasure reading and ER programs could benefit English language acquisition, but they also had concerns that it was hard to promote ER due to time constraints and the pupils’ lack of motivation to read (2018). Thus, despite positive attitudes towards the idea of extensive reading teachers can still be reluctant to implement extensive reading in their own classroom, revealing that there is in fact also some hesitancy towards reading extensively in L2.

### 3.3 Access to reading materials

Elley (2000) argues that having a good supply of high-quality children’s books in ESL classrooms can increase the learners’ language exposure, provide a model of English for learners to imitate, and aid learner motivation. Krashen (2013) also highlights the importance of access to books and refers to previous research confirming that library quality (in terms of books and staffing) is related to reading achievement. Book Floods were developed after Elley and Mangubhai had noted that primary school pupils with access to a school library performed better at ESL reading tests compared to pupils from schools without libraries (Elley, 2000). Thus, there appeared to be a correlation between access to school libraries and reading ability, where a lack of access to books must be an evident obstacle to reading. In Elley’s summarizing article of Book Floods he concludes that the studies “are consistent in showing that a rich diet of high-interest reading materials has produced powerful language benefits for children learning in a second language” (Elley, 2000, p. 250).
Of course, access to books alone does not ensure any language acquisition, the learners must also engage with the books. Krashen claims that “supplying large quantities of books will not help if the books are not interesting and comprehensible” (Krashen, 2011, p. 40). In a recent study about ER in a Norwegian primary school the researchers concluded that access to a varied and interesting selection of reading material is crucial if teachers’ wish to foster good reading habits also for reluctant readers (Birketveit et al., 2018, p. 19). The researchers write “there is a need to upgrade school libraries especially in primary schools with new, exciting material in English. The visual genres (graphic novels, comics, cartoons, picture books, and richly illustrated books) give ample visual support to the verbal text, and should be available in English in the school libraries” (2018, p. 19). Consequently, it is vital to provide a good selection of books and allocate sufficient reading time. Access to good ECL must be considered an important prerequisite for reading in ESL/EFL with primary school pupils.

3.4 Sweden’s educational policy

According to Cabau (2009), Sweden has increasingly become Anglicized to such a degree that English may be considered a second language in the Swedish society. Already in 1992 there were political debates on what year English was to be initiated in school and the Education Committee urged schools to begin with English in the first year rather than the customary fourth, but there were voices pointing out the risk of English disturbing the focus on learning Swedish properly (Cabau, 2009). Nevertheless, as of 2011 it is mandatory for Swedish primary schools to offer English, at the latest in the third grade, although schools may wish to start in the preschool class. According to the National Agency for Education, Swedish schools must offer 60 hours of English in years 1-3, and 220 hours of English in years 4-6 (Skolverket, 2021a). Thus, the great importance English has as a compulsory subject becomes clear when National Exams in English are introduced in the 6th grade, consisting of three subtests focused on oral production and interaction, receptive competence and written production and interaction (Skolverket, 2021b). The crucial role of English becomes yet more obvious when pupils must have passing grades in Swedish, Mathematics and English to be eligible for upper secondary school (Skolverket, 2021f).

3.4.1 The English syllabus for primary school

Two of the aims for English as a school subject is that teaching “should encourage pupils to develop an interest in languages and culture” as well as the opportunity to “develop knowledge about and an understanding of different living conditions, as well as social and cultural phenomena
in the areas and contexts where English is used” (Skolverket, 2018, p. 34). Another important aim in the English syllabus is that “pupils should be given the opportunity to develop all-round communicative skills” (2018, p. 34).

The core content in years 1–3 regarding reception (listening and reading) covers; “texts from various media”, “simple instructions and descriptions”, “different types of simple conversations and dialogues”, “songs, rhymes, poems and tales” and “words and phrases in [...] other simple texts” (2018, p.35). In addition, the core content in years 4-6 regarding listening and reading further includes “different ways of searching for and choosing texts and spoken English from the internet and other media” (2018, p.36). Hence, texts that are not from the internet could mean physical books.

The word “literature” is never mentioned specifically in the English syllabus for years 1-4, it is only mentioned for years 7-9 (Skolverket, 2018). Even in the Swedish syllabus the word literature is only mentioned for years 7-9 (2018). However, in the Commentary material for the syllabus in English (Skolverket, 2017), ‘literature’ is mentioned nine times. Here literature is written in contexts related to social and cultural phenomena to stimulate pupils' interest in languages, cultural concepts, and genres. Also, literature is mentioned in the lower grades as something which “should be simple and for children” (2017, p.13). When reading the English syllabus, one could interpret that to encourage pupils to develop an interest in language and culture, ECL should be used. This interpretation is logical because according to Ghosn (2004; 2013) literature can aid both cultural understanding and language development. However, specifically using children’s literature as a method to reach this goal is only one possible interpretation out of many.

Children’s literature is not given much explicit attention in the English (nor Swedish) syllabus for years 1-4. It is given more attention in the Commentary material, but this information is provided only as a supplementary document. Nevertheless, pupils in the lower grades should encounter simple and child-friendly texts, such as rhymes, poems and fairy tales. Where are English tales best found, if not in ECL? Notably, the English syllabus does not clearly promote the reading of ECL. Consequently, it is up to each teacher to interpret the syllabus in their own manner and focus on reading ECL if they wish to do so.
3.4.2 The role of the school library

Much focus has lately been put on the importance, expansion, and improvement of the school library. Firstly, the National Agency for Education has posted articles on their website encouraging school libraries to be multilingual, representing all the languages spoken in the school, and the libraries should also be used in teaching to strengthen all pupils' language skills (Skolverket, 2016; 2021c; 2021d). Further significance was realized when the Swedish Government in 2019 decided to commission an investigation and propose measures to strengthen school libraries in order to give all pupils in the preschool class and compulsory school equal access to school libraries (SOU 2021:3). The proposals concerned; offering all pupils appropriate school libraries, clarifying the forms of collaboration in school library activities and promoting competence in school libraries (SOU 2021:3). An interesting point is that school librarians are examples of non-regulated professions in the school context (SOU 2021:3). Thus, we can see the main themes connected to the school library has to do with access, collaboration and competence.

3.4.3 Teacher-library collaboration

The curricula states that the school library's activities must be used as part of teaching, which implies that school librarians and teachers need to collaborate with each other (SOU, 2021:3, pp. 106-107). This is because according to chapter 2 13 § in the Education Act (SFS 2010:800), teaching must take place under the guidance of teachers, meaning that school librarians cannot lead the teaching, unless they are also teachers themselves. However, librarians can support teaching. Lundahl (2014) highlights the library’s role for English teaching in years 4-6 because according to him pupils need guidance in selecting texts to read. He writes “the school library can function as a good link between the school and the pupils’ engagement in texts in English outside of school” (p. 145). In the Government’s public inquiries report (SOU 2021:3), collaboration was mentioned as an important aspect. The report mentions that a school library’s usefulness (or to which extent it functions as intended) depends on several aspects that can be hierarchically organized in a taxonomy.

One such taxonomy over the different levels of collaboration between teachers and school librarians comes from the project “Mäta och Väga”, which was inspired by a taxonomy developed by David Loertscher (SOU 2021:3). By identifying the quality of collaboration in seven levels, one can systematically explain how school libraries can take an active role and become integrated into teaching. According to the taxonomy, the levels range between teachers who use textbooks with workbooks, not using the library’s resources at all, to teachers and librarians who work together in

18
the evaluation and development of the education. However, the in-between fourth level refers to teachers who listen and apply ideas from the library staff and use the library's resources. See Appendix A for all the seven levels of the taxonomy.

3.4.4 The school library as a resource for L2 reading

There is no regulation or clear guideline about the school library’s role when it comes to reading in English or providing children's literature in English, instead much is left for interpretation. According to E. Nordström at the National Agency for Education “there is no specific regulation in the school's statutes concerning English literature in school libraries” and “it is up to schools and principals to interpret locally” (personal communication, 28 January 2021). The National Agency for Education has several links online concerning the school library and the importance of literature, but never explicitly mentions English literature. However, one link states that “fiction in all subjects promotes learning” (Skolverket, 2016). Another text argues that “the school librarian can act as a partner to the teacher and a support for the pupils” (Skolverket, 2020e). Skolverket urges that the school and the school library should provide access to literature in the mother tongue of multilingual pupils (2021c; 2021e), implying that at least schools with pupils that have English as their mother tongue should have access to appropriate English literature. Furthermore, according to P. Sääw at the School Inspectorate “the principal has a special responsibility for the school library's activities being used as part of the teaching to strengthen the pupils' linguistic ability” (personal communication, 1 February 2021).

Hence, the access to and the use of ECL in the lower grades is not regulated in the school's statutes, but rather a responsibility of the individual schools' management. However, the school library must be integrated to strengthen the pupils' linguistic abilities, thus it should be interpreted that it must be used also in the English subject.
4. Method

The following section describes our methodological deliberations for our data collection. Below we describe the study’s participants and selection process, the data material, procedure, analysis, and ethical considerations.

4.1 Theoretical framework

Our study adheres to a qualitative paradigm, being that we want to explore individuals’ attitudes and perceptions. Our study adheres to a phenomenographic approach (Stukát, 2011), by intending to identify how individuals perceive their reality, concerning ECL and their access and use of it.

Based on Thomas’s (2016) recommended structure for case studies, the design of our paper draws upon the following concepts as its backbone. Firstly, our subject is ‘A local knowledge case’ (2016, p. 99), because we want to deeper explore what we have personally experienced as a lack of access to ECL in school. Secondly, our purpose is ‘intrinsic’ (p. 120), being that we want to know more about which is the decisive factor determining the use of ECL in school, is it access or attitude? Thirdly, our approach is both ‘building a theory’ (p. 135), in that we want to build a framework of ideas of what needs to be in place for teachers to offer more ECL. Important to note is that our approach is ‘interpretive’ (p. 147), in the sense that we will seek to understand our participants’ individual perspectives. And lastly, our process is a ‘cross-case analysis’ (p. 172), being that we are comparing individuals with each other and two schools with each other.

4.2 Participants

Our participants come from two public primary schools in the same municipality in southern Sweden. We have given these two schools, who remain anonymous, the aliases “School A” and “School B”. School A is located in an urban residential area with mixed social-economic status and school B is located in a more suburban area with a slightly higher socio-economic status. In-depth interviews were done with the person in charge of the school library in both schools, as well as one teacher from school A and three teachers from school B. (See Table 1 on the following page.)
Table 1

The participants of this study

<table>
<thead>
<tr>
<th>School</th>
<th>Participants</th>
<th>Work experience (in English)</th>
<th>Grade they currently teach in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>“Library A”</td>
<td>Librarian for 10 years (2.5 years in school library)</td>
<td>•</td>
</tr>
<tr>
<td>A</td>
<td>“Teacher A1”</td>
<td>17 years (17 years)</td>
<td>Preschool class</td>
</tr>
<tr>
<td>B</td>
<td>“Library B”</td>
<td>Library assistant for 6 years</td>
<td>•</td>
</tr>
<tr>
<td>B</td>
<td>“Teacher B1”</td>
<td>33 years (10 years or more)</td>
<td>2nd grade</td>
</tr>
<tr>
<td>B</td>
<td>“Teacher B2”</td>
<td>5.5 years (5 years)</td>
<td>1st grade</td>
</tr>
<tr>
<td>B</td>
<td>“Teacher B3”</td>
<td>1.5 years (1.5 years)</td>
<td>4th and 6th grade</td>
</tr>
</tbody>
</table>

4.2.1 Selection of participants

The participants for the interviews were selected on the basis that they worked at our University’s partner schools. Thus, they were selected by convenience. We used what Christoffersen and Johannessen (2015) calls the “snowball-method” when initially contacting the principals of these two schools and hoping that they would function as both gatekeepers and intermediaries. Luckily, the two principals forwarded our inquiry to suitable library staff and teachers, whom we found appropriate for the study due to their experience, employment and work tasks connected to English teaching or/and ECL. Our selection strategy was to collect data from a homogeneous selection group with little variation in central characteristics to define detailed similarities and differences in their attitudes and access to ECL. In accordance with Christoffersen and Johannessen (2015), when using this type of homogenous criteria-based selection, a mere group of five to six participants is sufficient to answer our research question and practically feasible.

4.3 Data collection

To answer our research questions about attitudes, access to and collaboration regarding ECL in Swedish primary schools we chose to collect data through semi-structured, in depth interviews with two school librarians and four English teachers.
4.3.1 Semi-structured interviews

The reason why interviews were ideal for our study was, according to Christoffersen and Johannessen (2015), that experiences, perceptions and attitudes emerge best when the participants are included in deciding what shall be discussed. We have followed Thomas’ protocol for semi-structured interviews, in adopting an ‘interview schedule’ with a range of questions listed according to the issues or main themes that we intended to cover (2016, p. 190). These themes are reading, access and collaboration. We also had a list of potential questions, follow-up questions and verbal ‘probes’ like; “please explain or how?”. In accordance with the Allyn & Bacon Guide to Writing (Ramage et al., 2009), we intermingled open-ended questions with close-ended questions and made sure to be as thorough as possible with our inquiry and avoided yes-or-now questions. Our intention was to follow a logical order while simultaneously following the flow of the conversation. We were also careful to agree on a time limit of 45 minutes, thus respecting the interviewees’ time and naturally we made sure to be courteous, polite and thankful for their helpfulness.

4.3.2 Data collection procedure

Our entire data collection process was conducted during two first weeks. In our initial week we began with the first two interviews in school A with the librarian and then followed by the interview with the teacher. All interviews followed the same procedure, using the same ‘interview schedule’ for both library staff and the same schedule for the four teachers. The interviews were conducted for a length of 30-45 minutes and all but the interview with library staff from school B was done digitally using the platforms Zoom and Teams. All interviews were done in Swedish, being the participants’ first language. Also, every single interview was audio-recorded using a Zoom Handy Recorder. Furthermore, short notes were taken to document the main ideas, if the recording for any reason would not function correctly.

4.3.3 Analysis of collected data

Succeeding our data collection, we proceeded to entirely transcribe all the six interviews. We decided to use the method Edited Transcription when turning our recorded interviews into manageable documents (Smith, 2019). Our aim was to strike a balance between completeness and readability, by preserving the meaning of each speech (2019). Being that all our interviews were conducted in Swedish, we have chosen to analyse them in the original language, to avoid any important information being lost in translation. Later we translated the quotes we wanted to include to English. Furthermore, we designed a coding scheme to easier identify the participants (see Table 1).
According to Thomas (2016), an analysis in a cross-case study is holistic by nature. Thomas argues that the essence of a case study lies in the holistic assumption that “the whole is more than the sum of the parts” (2016, p. 60) and that social phenomena like perceptions and attitudes can only be understood when looking at the whole system. Our study is an interpretive inquiry, which is characterized by interpreting, categorizing, simplifying, and finding coherence in our gathered data (2016). We have chosen to apply the analysis procedure Constant Comparative Method, being that we will compare emerging themes and summarize the essence of our data (2016). We designed our own modified version of Thomas’ process model and organized our material in a separate table ‘according to themes’. Firstly, we collected all the most important and summarizing quotes from each participant under the initial themes; attitudes, access and collaboration. We proceeded with making our own interpretation and identifying emerging themes. Our next step was to create a new table summarizing the quotes according to our four sub-questions, with the fourth question embodying our interpretation of how all the three aspects affect each other.

4.4 Ethical considerations

The potential bias in our values may have influenced our participants, in our eagerness to balance semi-informal interviews with further inquiries surrounding their personal beliefs, competence and behaviour. When conducting an interpretive case study, we recognize that we have an undeniable position, which affects our interpretations, and we make no attempt at being ‘objective’ but rather accept our subjectiveness (Thomas, 2016). Furthermore, due to our limitations, we conducted our study in schools we have connections with. Measures were taken for our study to be in line with the main ethical principles of the Swedish Research Council (Vetenskapsrådet, 2002). These requirements concern the participants’ right to information, consent, confidentiality and to be made aware of how the research will be utilized. Therefore, we presented brief and clear information about the above-mentioned aspects, in both the initial contact with the two school principals and to each participant. Furthermore, we designed a Consent Form (See Appendices) that was emailed to each participant. According to Wiles (2013), research participants must be informed about; what the research is about, why it is being conducted, who is funding it, how the results will be used, what their participation will involve and how anonymity and confidentiality will be respected. The participants have been notified that they, their schools, and their municipality will remain anonymous during the entire project and that the audio recordings and notes will be anonymized and destroyed upon publication.
5. Results

The results are organized according to our four sub-questions with an added section on emerging themes. Due to the comparative nature of a cross-case study, our division regards themes rather than schools, thus making it possible to compare both individuals and schools within the same section.

5.1 Attitudes to reading ECL in years 1-4

When analysing the attitudes of the teachers, the librarian (Library A) and the library assistant (Library B), we divided their answers according to the three components of attitude: cognitive, affective, and behavioural.

5.1.1 The participants’ cognitive attitudes

The general cognitive attitude among the teachers, meaning what they think or believe, is positive towards introducing English books early. Nevertheless, there also appears to be some ambivalence towards introducing such early English reading in school. Teacher B1 clarifies the role that ECL should have in the first grades; “I think they should listen to English literature, but not to focus on the reading itself when they are so young”, adding that she is unsure if children's literature itself is at the top of the list. B1 explains that listening comprehension is important and could be combined with reading. B1 continues to define that she believes that young pupils should listen without it necessarily being connected to reading; “they can just listen, just use their hearing and then they get their inner images”. Hence B1’s cognitive attitude being slightly critical to the idea of young pupils reading printed text, but positive to listening. Similarly, teacher B2 initially argues that “above all, listening and talking is very important from an early age” but elaborates that in the first grade “you mix a little Swedish with English...so in the 2nd, 3rd grade it is maybe better to start listening”. Hence, B2’s cognitive attitude being uncertain to the most suitable age for young learners to both actively listen and become acquainted with ECL.

On the other end of the scale, we have teacher A1, with a convinced cognitive attitude. A1 introduces ECL already in preschool class, expressing its compensatory role; “Some pupils already know some English and for those who do not, I think it should be fair and then English should play a large role in school”. A1 further describes how this can be done; “You read a book that they
are familiar with in Swedish, then you could read it in English and then it's always exciting to see how many of them understood at least something”. By drawing on the pupils' previous knowledge in a Swedish context, she explains how simple it is to introduce ECL early.

The majority of the teachers are hesitant regarding when it is appropriate to start to read or even listen to English being read. Teachers B1 and B2 agree that reading English in first grade is too early, as the pupils should focus on reading Swedish first. Teacher B1 is even hesitant to reading English children's literature in second grade; “if you think about it, first and second graders are actually struggling to learn to read in Swedish”. Teacher B3, who only teaches English in years 4 and 6, believes that it is positive for pupils in the fourth grade to listen to English read-alouds but states that individual reading is too difficult for some.

The cognitive attitude of Library A is positive towards early reading in English but views the act of reading as something that pupils who master it should do; “As soon as they can read a simple text, they should”. Hence, reading is seen as a solo activity rather than a shared activity, where prospective readers are initiated into the culture of reading. Library B states that; “Reading is in all subjects, it does not matter if it is English or Swedish but reading goes into everything” but he is also hesitant about starting to read English children's literature in the first grade. He suggests starting in the second grade, being that the youngest pupils are still getting used to school routines and reading in Swedish. However, as soon as year 1 is completed, he suddenly thinks there should be great focus on reading in English. He says, “include as much reading as possible in the early years, don’t let it wait until later, then you kind of lose those years in the beginning”. Thus, Library A and B believe it is important to start reading in English early, but not too early.

5.1.2 The participants’ affective attitudes

The general affective attitude among the teachers, meaning what they would like to do, is positive towards including more English children's literature in their teaching. Everyone except teacher A1 expresses insights that they would like to work more similar to how they work in Swedish. Teacher B1 encapsulates the feeling; "That's how I really want the English subject to be, listening and reading for pleasure". B2 explains that she would like to use more English children's literature but doubts that there is much to choose from in the school; "It really is something we need to address". Furthermore, B2 compares how she has Swedish books in the classroom and how the pupils “can go ahead and borrow a book and bring it home” and that she would like “to have the same with
books in English”. B3 expresses that she would also like to use more English children’s books but being new at the school, she has not really started yet.

In contrast to the teachers above, A1 expresses a content affective attitude. Teacher A1 experiences that she has found a good balance. When asked if there was anything she would like to develop in her English teaching, A1 replies; “One can always do more of what is good”, implying that there is room for reflection and improvement. However, when asked specifically if she would like to use more English books, she answered, “I feel that it can be difficult, there is so much one wants to include, I use what I do and it's probably a pretty good level”.

The affective attitude of Library A is optimistic towards nurturing reading English children's books, “I think I could give book talks in English or other reading supportive initiatives”.

Library A reflects on her opportunity to integrate the school library in English when suggesting that she could promote English literature and book talks in English, with help from the principal. Library B’s affective attitude is encouraged. Library B would like to encourage more reading in English. He expresses that he would like to have help finding appropriate ECL for the youngest. In agreement with Library A, Library B reasons that initiatives should be made, but that he feels inadequate to lead it and suggests that employing a “real librarian” would help.

Teachers B1, B2 and B3 were briefly informed about the ER and Book Flood approaches and asked if they would consider working with their pupils accordingly. Teacher B1 was positive and explained that she would prefer to “not just work with colours and food the traditional way, as I think we still do with teaching materials, so I think that would be absolutely fantastic”. Likewise, Teacher B2 replied that this is how she works in Swedish and that she could imagine including ER in English in year 2 or 3 if her pupils could access English books. Teacher B3 was equally assured that both ER and Book Floods “increases the desire to read if you get to choose a book yourself and get to choose something you find interesting”. B3 further argued that it is a helpful method for reading comprehension training, basing tasks on the book they are reading and have the pupils compare the book with their own experiences, thus using a more individual approach than having “everyone do the same thing all the time”.

5.1.3 The participants’ behavioural attitudes
The unison general behavioural attitude among the teachers, meaning what they actually do regarding reading ECL in their classes has to do with using the same story, first in Swedish and
then in English. Teacher A1’s behavioural attitude is consistent with her cognitive attitude. A1 includes English children’s books in her teaching in the preschool class, after she has first introduced the Swedish version. By using fairy tales that they recognize from Swedish, A1 explains that even six-year-olds can understand the context and then learn new words, “Children pick up very easily and think it’s fun. They have to be challenged”. Furthermore, A1 describes how thoroughly she works with ECL, “I can use The Very Hungry Caterpillar or something like that. I read a book like that and then we watch a movie and then we compare and work with that book for a month and really work with it”. Teacher A1 is convinced that using literature and a shared book approach is the best method; “I think it is extremely important to work like this and not have any schoolbooks but rather invent your own material and work from fiction books”. Interestingly, A1 uses English books that she shares with other teachers from a ‘Language room’ and does not utilize the school library. However, A1 recalls a boy in third grade who asked to borrow an English book; “I say he’s going to borrow an English book, is that ok for you?”. This initiative was impressive, according to A1, but out of the ordinary and book; “not something that all pupils were encouraged to do.

Teacher B1’s behavioural attitude is quite similar to A1, but split and. B1 also uses English versions of fairy tales that the class has read in Swedish. She has used Little Red Riding Hood and Goldilocks and the Three Bears in class as the pupils know these tales already which makes it easier for them. However, she later adds that reading books is not anything she does on a regular basis, “it’s not like I sit and read an English tale or so to them every week, that I definitely do not do. Because there is so much else, that they should do”. B1 expresses concern that English books are too difficult for her pupils, “I find that they are quite afraid of not understanding” and stresses the importance of finding a playful level. B1 declares her view on reading as a skill that pupils must be mature enough to explore, “I encourage the pupils who are ready for reading English, it is no different to teaching Swedish, I think. You have to put it at the right level for the pupil”.

The behavioural attitude of B2 is pragmatic, as it depends on the current context. When working in a school that did not have any textbooks in English, B2 explained that she “worked with these other books and set up the teaching based on them, like The Gruffalo and The Very Hungry Caterpillar.” Nonetheless, when working in schools that used English textbooks, B2 confessed; “Working with literature wasn’t anything I thought about”, reflecting on the fact that it is natural to go with the material that is readily available and even feeling obliged to work with it.
Furthermore, B2 elaborates that when teachers lack English material, they usually ask for textbooks and not literature, for its convenience.

The behavioural attitude of teacher B3 is experience-based. B3’s cognitive attitude has been shaped by actually working with individual reading, “When I had fourth graders last year, they had their own book which they read on their own, so we had silent reading then”. Like A1 and B1, B3 also uses English stories that are already familiar in Swedish but is the only teacher to use the term pre-understanding, thus defining her practice as applying scaffolding. Moreover, B3 defines the progression in her teaching method when reading English books in the fourth grade, “we usually listen to the text first and then they might read aloud together with someone and lastly, we usually talk about the text. So, we do it in different steps”.

The two librarians do not actively promote reading ECL for years 1-3 or make any specific effort in accessing appropriate children's books in English for the youngest learners. Their general behavioural attitude is passive for the teachers to take the initiative. However, when it comes to English for grades 4-6 they are more active. Library A explains that she has discussed book purchases with a teacher regarding English books for 4-6, as has Library B.

5.1.4 The participants’ collective attitudes

To compare the multifaceted attitudes that the six participants have towards reading ECL in school, it is interesting to see how aligned each person's three aspects of attitude are. Teacher A1 has a convinced cognitive attitude, a content affective attitude and a consistent behavioural attitude. Thus, A1 embodies a convincing positive coherence throughout all aspects. The cognitive attitude of teacher B1 is slightly critical, the affective attitude is positive, and the behavioural attitude is split. Consequently, B1 shows an inconsistent general attitude. Teacher B2 has an uncertain cognitive attitude, a positive affective attitude and a pragmatic behavioural attitude. Therefore, B2 epitomizes an indecisive general attitude. Furthermore, the cognitive attitude of teacher B3 is hesitant, the affective attitude is positive, and the behavioural attitude is experience-based. Hence, B3 demonstrates an open-minded general attitude. Library A has a positive cognitive attitude, an optimistic affective attitude, and a passive behavioural attitude, thus, exhibiting an incongruous general attitude. Similarly, Library B’s behavioural attitude is passive but with a slightly hesitant cognitive attitude and an encouraged affective attitude. As a result, Library B’s general attitude is ambivalent.
When comparing school A to school B, there is no unison between teacher A1’s coherence and Library A’s contradiction. School B seems to host a more like-minded ambivalent attitude. Hence, we can see that the largest contrast is between A1 and Library A and that the four professionals at school B share a similar view towards reading ECL in school.

5.2 Perceived access to appropriate ECL in school

In both schools most of the participants feel that their access to appropriate ECL is inadequate. In school B there is great agreement that the school library does not offer enough English books for the early ages. According to teacher B2” the library does not have literature for 1-4” and Teacher B1 expresses that “I don’t think we have enough good children’s literature targeting the very youngest pupils”. Library B confirms this view by saying that “we don’t have any materials for such young ones, I don’t think”. Both teacher B1 and Library B think that the ECL available in the library is more suitable for years 4-6. Yet, Teacher B3 (who teaches English in years 4 and 6) perceives the selection of books in the library as meagre. She says that “there are books, but no class sets, and even if there are books there isn’t much to choose from”. She further expresses a wish for more books, especially for year 4.

Interestingly, in school A, teacher A1 and the librarian express different opinions regarding their access to children’s literature for years 1-4. Teacher A1 states “there are many children's books in English in our library” whereas the librarian says that she thinks that the access is “rather poor”. Teacher A1 explains that 19 years ago she and her co-workers requested that plenty of English children’s literature was purchased specifically for the school library. Thus, it may be that she refers to how she experienced the library’s access to English books several years ago. Furthermore, she explains that she has her own collection of English children’s books that she stores in a separate ‘Language Room’ at school. These books are not available for pupils to borrow and read themselves, instead A1 shares these books with her co-workers to be used in English class when they so wish. Library A also mentions that she believes that teachers have access to their own books outside the school library.

Library B experiences the selection of easy ECL as poor at the book retailer the school uses. He says” especially easy books are difficult to find where I look” and explains that the school is obliged to order from a specific retailer unless they cannot find the specific book they wish to order, only then they can turn to another retailer. Also, B1 expresses that it is difficult to find appropriate
literature, and she feels she lacks specific knowledge regarding what literature to use. Both Library A and B mention a digital book site all schools in the municipality have free access to, giving the pupils access to both eBooks and audiobooks in several different languages. According to Library A’s estimation there are roughly 350 English book titles for years 1-4. However, Library B perceives the quality of this digital book supply as “so-so”. Furthermore, he perceives that pupils have little interest in digital books as they prefer physical paper books. Similarly, teacher B3 appears to prefer to use physical books in her teaching compared to digital options as she likes “the thought of a physical book”. According to her experience the digital book access is not a problem as she can always find some digital solution, instead it is the access to physical books that is deficient. Teacher B1 even perceives that the physical book now must compete with the digital options and that there almost is a bit of a struggle to increase the access to physical books in their school.

To conclude, all teachers except A1 experience their access to appropriate ECL at school as insufficient. Both Library A and B share this dominating view that their school library does not offer a rich supply of English books catering for the needs and interests of the school’s youngest pupils.

5.3 Perceived teacher-library collaboration in English

None of the teachers say they have any collaboration with the school library in matters regarding English in years 1-3. Teacher B2 states that she, being new at the school, has not used the library for English so far. Teachers A1 and B1 have only used the library for the lower grades on an individual basis when a pupil specifically has asked to borrow an English book. B1 confesses that “it sounds terrible, but it was a very long time ago since I talked about English books with Library B or anyone else”. Teacher B1 also reflects over how the library is used for English:

You come to the library, but it's almost as if we're waiting to let children borrow an English book until they are able. Until they are there. Until it almost becomes a book that, which to me, feels like you have to be very, very good at English to dare approach.

This reflection reveals how there is a tendency to delay library use and book reading in English until the pupils are older and more proficient at English. Teacher B3, who teaches the older pupils, declares that there is collaboration between her and the school library in English. For example,
she has had a dialogue with Library B regarding class sets for year 4. However, she mentions that all collaboration with the library happens only at her own initiative which sometimes becomes an undesirable obstacle to collaboration.

According to Library B there is no teacher-library collaboration in English with the lowest grades, but he confirms that he and B3 are going to do something with year 4. He adds that the collaboration in English is better in grades 4-6 and that these older pupils borrow books in English. In the other school, Library A reveals that the collaboration in years 1-4 is “almost non-existent when it comes to English literature” because “they do not borrow books, and no one has talked to me about requesting books for the very youngest”. Like school B, the teacher-library collaboration in school A is better with the older pupils. Library A explains that she has talked to one of the English teachers about book purchases. According to her, this teacher “had requests and wanted that we would buy more but her requests were probably more literature for grades 4-6, she didn’t mention the very youngest that much”.

Naturally, in the lower grades the teacher-library collaboration focuses on Swedish literature and reading in Swedish. The three teachers (A1, B1, B2,) who also teach Swedish seem pleased with their collaboration with the library in Swedish. For example, A1 describes this collaboration as” good, definitely good communication when it comes to collaboration”. B2 states ”that collaboration works well”. B1 explains that it feels easier in Swedish because even if her pupils are on different reading levels they can still all gather around books in the library and “encourage reading” but says ”it’s more difficult with English”. Both B1 and B2 mention a library-teacher initiated reading project at school where pupils are encouraged to read books and write their own book reviews, giving them a chance to win a book price later. According to Library B ”there is a lot of collaboration” in years 2 and 3 in Swedish. He also mentions activities and examples of collaboration, such as reading with individual pupils and giving them extra support, as well as giving pupils book suggestions. Library A admits that the level of teacher-library collaboration varies depending on the teacher. She clarifies that “some I have a more active collaboration with about Swedish literature. Then we collaborate around the promotion of reading by creating a reading interest and finding the right books for the right pupil at the right level.” She further adds that she has book talks in Swedish and that she perceives the teacher-library collaboration as “pretty good” when it comes to Swedish books.
When asking if the teachers would consider working and collaborating around ECL in a similar way as they do in Swedish, the response was a bit mixed. B2 expressed a clear interest in doing so saying that “yes I could imagine doing that”. B1 is more ambivalent as she first expresses some interest in this type of collaboration but then immediately expresses doubt as she appears concerned that the pupils may not want to read in English. She answers “it’s possible, I can’t really see it because I think particularly with the little ones that, some of them, some of them don’t want to”. A1 says that she can imagine collaborating more in years 4-6, but not in 1-3. She explains that she thinks that using the library for English is something you do later as “you cannot do everything in all stages, but some things you do later.” Library B expresses a wish to do more in relation to the English subject and to develop the collaboration in English with years 1-3. He admits that “English is important. But it has slipped a little to the side”. Library A also expresses an interest in more collaboration in English, suggesting she could offer book talks in English.

From the information above one can conclude that the participants do not engage in any teacher-library collaboration in years 1-3, but there is some collaboration in year 4. Thus, there are potentially great development possibilities to explore for both teachers and library staff should they further wish to promote the reading of ECL at their school.

5.4 How attitudes and access affect teaching, collaboration, and the promotion of reading ECL in school

Based on the information gathered from all the interviews, both attitude and access appear to affect how the participants teach, collaborate and promote the reading of ECL. Although all participants have positive cognitive and affective attitudes towards reading English books in a more general sense, all of them, except A1, still display slightly sceptical cognitive attitudes about starting to read books in English as early as in years 1-4. This scepticism, or lack of certainty, of whether English reading with such young pupils is a good idea, appears to also influence their teaching and promotion of ECL. Even if all teachers give examples of reading books with their pupils in English, B1 and B2 do not engage their pupils in shared or individual reading of children’s books regularly and decisively. As mentioned previously, their positive cognitive attitudes towards reading ECL in general is clouded by their doubts and ambivalence towards reading in English with such young learners. Thus, it is likely that this ambivalent attitude affects the amount they spend on reading literature in English class. A1 has a much more certain cognitive attitude towards
early reading in English and therefore, being confident that it also benefits her very youngest pupils, she includes shared reading with Big Books even in preschool class. Although B3 expressed concern that individual reading was too difficult for some of her pupils in year 4, she still consciously takes active steps towards including more ECL in year 4 by discussing book purchases with Library B.

Neither Library A nor B actively promote the reading of ECL in their school, especially not for the youngest pupils. Based on the interviews, one can interpret that Library A and B have positive cognitive attitudes towards English reading once the pupils have sufficient reading skills. Library A does not mention a specific grade, but Library B suggests year 2 as a suitable age for starting to read English books. The attitudes of Library A and B can only partly explain the lack of suitable reading materials in the school library. As both Library A and B in a general sense have positive attitudes towards reading and say they would like to do more regarding English, one could expect that there would be better access to ECL in the library targeting at least year 2 and onwards. Both Library A and B state they have power when it comes to book purchases, although they are of course obliged to operate under the budget allocated from the school management. Also, Library B experiences the access to suitable English books as poor at the retailer itself. However, Library A and B seem to wait for the individual teachers to initiate collaboration and make specific English book requests for the library. Despite their positive cognitive and affective attitudes, Library A and B are passive when it comes to collaboration, purchasing and promotion.

All the teachers, except A1, experience their access to appropriate ECL as inadequate and wish for better access. Most of the teachers have positive affective attitudes, meaning that they would like to use more ECL in their teaching. B1 explains that if good reading materials were easily available, she would probably spend more time reading with her pupils in class and be able to plan around that. Nevertheless, all teachers experience that they have power to make book requests for the library but only A1 and B3 have specifically asked for new English reading materials.

It is difficult to say what affects the teaching and promotion the most, attitude or access? Most likely the teaching, collaboration and promotion is a result of a combination of both attitude and access. On one hand, one could argue that if the cognitive attitudes were overwhelmingly positive and confident towards English reading with young learners, the behavioural attitudes would follow. This attitude would result in both teachers and school libraries taking a more active role in promoting the reading of ECL by making more book purchases, increasing the access. The access
would naturally facilitate their teaching and collaboration around books. On the other hand, if the school library already had a rich supply of ECL specifically targeting pupils in years 1-4 (or 2-4 at least), this would likely also affect both the teachers’ and the libraries’ attitudes and behaviour. If rich access to suitable English reading materials was already available, it would be easier also for more sceptical teachers to include more literature in their teaching, perhaps inspiring to further teacher-library collaboration and promotion of reading.

5.5 Emerging themes

While analysing our data material new themes emerged. The emerging themes we have identified can roughly be divided into obstacles and possibilities to reading or promoting ECL in the first four grades.

5.5.1 Obstacles to including ECL in school

Based on our data we have identified eight main obstacles. Firstly, physical access to appropriate ECL appeared a major obstacle, being that five out of six participants expressed this as their main reason for not being able to include ECL in their teaching or reading promotion activities. The second main obstacle is the perceived priority ECL is given, both in the English syllabus and in the school library’s declared mission. Again, five out of six participants describe that their priority when it comes to reading, is in Swedish or that they focus on listening rather than reading, in their interpretation of the English syllabus. Priority also concerns financial aspects and guidelines that the school library receives from the leadership regarding purchasing children's books in English. Both libraries stated that they do not have a budget for English books and Library A explains that money is missing, “I do not get enough”. Both Library A and Library B express limitations due to that the physical space is very small and also an absence of knowledge or competence. Library A explains that “it would increase my skills, if I got to go to fairs or lectures, I have not received training specifically for English”. Furthermore, priority concerns the limited time that teachers are given to teach English in years 1-3. Teacher B1 expounds that she only has one English lesson per week, “where you have to somehow try and fit it all in”.

However, perhaps the two most significant obstacles have to do with the view of what reading actually entails and how differently teachers interpret the English syllabus. For pupils in years 1-3, reading English is generally regarded as too difficult, mainly because the teachers B1, B2 and B3 view reading as an individual activity. Teacher A1 describes her shared book activities as a conscious
method, whereas the other teachers have only applied it occasionally. The English syllabus is written in a manner that offers considerable room for interpretation. When asked how the syllabus in years 4-6 focuses on reading ECL, teacher B3 answers; "One should include fairy tales but other than that, there is no focus on what they should read exactly, but rather on the ability reading-comprehension". When further asked if she thought that the English syllabus should focus more explicitly on reading ECL, B3 replied “Actually, I do not think it is very important that it states more exactly what they should read but more that they should read. One can do it in so many different ways, so no I probably do not think so”. Teacher B1 on the other hand, does not think that the English syllabus in years 1-3 focuses enough on reading ECL, but agrees with B3 that it focuses on abilities, “It is more about the different areas you should work with and listening to English texts and speaking English, but reading feels not so prioritized”. B1 is content with the syllabus and number of English hours in the first two grades. Nevertheless, B1 believes that the timetable for English in the third grade should be expanded, “I would have preferred that there was more progression in English”, so that the pupils are better prepared for the increased demands ahead. In contrast, A1 interprets that the English syllabus for 1-3 does focus on reading children’s literature but adds that not all appear to share her interpretation. According to her view the syllabus for 4-6 would probably benefit from having a clearer focus on using ECL as, similarly to the syllabus for years 1-3, it appears to be “a question of interpretation”.

5.5.2 Possibilities for including ECL in school

It became clear that those participants who actively included reading ECL in their teaching or library activities, saw potential and possibilities where others did not. Teachers A1, B1 and B2 expressed their flexibility as a class teacher, as an opportunity to offer English exposure outside of the limited timetable. Three out of four teachers mentioned how they made use of Swedish books as a pre-understanding for English books, drawing on the collected pre knowledge that classic fairy tales offer. Interestingly, teacher B2 describes how the Lack of textbooks in English resulted in a creative use of ECL. Furthermore, B2 explains how embracing English children's books even opened for a very appreciated cross-disciplinary thematic project around the book The Very Hungry caterpillar, “we worked with butterflies and then we worked with the caterpillar that became a butterfly, so we combined both English and Natural science”. Comments from both Library A and Library B suggests that the school library is overlooked as a resource for English. Nevertheless, Library A adds that she could “market” herself and offer Library book talks in English, similar to the talks she has in Swedish.
Curiously, the two themes that were seen as the paramount obstacles by some, were regarded as possibilities by others. The interpretable nature of the *English Syllabus* offers ample potential to include English children's books for those who are willing, as demonstrated by A1. This possibility depends on the *view of what reading actually entails*, and A1 has a *widened view regarding what reading entails*. By a *widened view*, we refer to reading as an activity that does not necessarily mean that the pupil reads the print, instead it can include shared reading with an adult.
6. Discussion

In this section we begin by discussing the results in relation to attitudes, followed by access and collaboration. We also discuss how the teachers interpret and apply the English syllabus and how this affects teaching and reading in L2.

6.1 Attitudes towards ECL

Our findings regarding the six participants' attitudes predominantly align with previous research on teacher attitudes conducted by Bakken and Lund (2018), Firda et al. (2018) as well as Yu (1994). Our study reveals similar findings to those of Firda et al. (2018) because most of our participants had positive cognitive and affective attitudes towards reading ECL, but more hesitant behavioural attitudes. Our participants' affective attitudes also correspond with those from the survey by Yu (1994) because like the participants in the Hong Kong survey, our six participants' emotional beliefs were predominantly positive when asked if they would like to include more reading of ECL in their teaching. Nevertheless, three out of four teachers in our study did not consistently use ECL, mainly due to the inclination that reading in English is difficult for their pupils. Akin to the Norwegian study (Bakken & Lund, 2018), three out of four teachers in our study expressed concern about pupils not yet being able to read English books, and several accentuated that their pupils must have English texts that are not too difficult. This hesitancy towards reading also corresponds with Yu’s research on ER as her participants also expressed concern that reading books in English was difficult for the pupils. Thus, our results confirm Krashen's claim that teachers still can be hesitant to dedicate ample class time to L2 reading (2011).

The participants' hesitation towards starting to read ECL as early as year 1 can be partly explained with their view of what reading entails. Naturally, in these early years individual silent reading is not always a suitable form of reading, but this does not mean that the shared book method is not viable. Interestingly, most of the participants appeared to come back to reading as an individual activity. This is a narrow view of reading which becomes an unfortunate obstacle. Only A1 explains how she purposefully uses the shared book method with her youngest pupils. Thus, A1's teaching practices comply with social constructivist theories as well as the input and reading hypothesis (Krashen, 2008; Smidt, 2009; 2011). The other participants thought it too early to start reading ECL in year 1 as pupils should concentrate on reading Swedish. In many ways this is in line with
Keaveney and Lundberg’s recommendation that pupils must learn to read in their first language before starting to read in a second language (2014). It also mirrors the past concern of the 1990s when critical voices were worried that introducing English in year 1 would risk disturbing Swedish (Cabau, 2009). However, even if pupils cannot be expected to read English before Swedish, Keaveney and Lundberg (2014) still say that young pupils can engage with written texts in English if such early reading takes the shape of shared reading. Again, our data suggests that only A1 confidently shares this view.

The participants’ hesitation may be further explained by their adherence to the “skill-building hypothesis” that Krashen is critical to (2008, p. 179). This is because “real reading” of ECL appears to be delayed in school B. Most of the participants’ attitudes to early reading bear some resemblance to the skill-building hypothesis because many believe that reading in English is good but should not start too early as the pupils do not have sufficient reading skills, making it too difficult. This skill-building mindset affects their reading practice because, just like teacher B1 admitted, reading books in English is delayed until the pupils are “there”. Thus, our results are in line with Squires’ and Bliss’ (2004) findings that the beliefs teachers have influence their decision making as our participants’ attitudes to reading affect their teaching and book purchases. However, Krashen’s theory is built on the conviction that we learn to read by reading (2008), therefore pupils should practice reading before they are “there”. A1’s literature-based teaching echoes Krashen’s theory as she does not wait to engage her pupils in reading until her pupils have mastered the phonics. Nevertheless, the results reveal that also B1 and B3 have used classic fairy tales in English class. This is a good example of how knowledge attained in Swedish can support English, which align with Bruner’s scaffolding theory (Smidt, 2011) as well as Pinter’s claim that previous knowledge in L1 can aid reading in L2 (Pinter, 2017).

Despite previous research having established a positive correlation between reading ECL and language development, most of our participants display some hesitancy towards early L2 reading. Our data does not answer whether the participants are familiar with the language benefits reported from Book Floods and ER research because we never inquired about it. We can only speculate whether knowledge about these matters would make their attitudes towards early reading in L2 less ambivalent.
6.2 Access to ECL

Most of the participants perceived their access to suitable ECL as poor. This corresponds to the Norwegian study where the researchers concluded that there is a need to upgrade school libraries with interesting English reading materials (Birketveit et al., 2018). This experienced lack of access is unfortunate as Elley (2000) stresses the importance of ample access to high-quality reading materials. Krashen’s input hypothesis highlights that the input (in this case the reading material) must be comprehensible for the pupils, yet our results indicate that it is especially the easy reading materials targeting the youngest learners that the library is missing. Library B also expressed that he thinks that the supply of easy reading material is bad at their retailer. Library B’s negative experience of the retailer's supply is both interesting and surprising. One would expect that a book retailer for a school library would offer a rich supply of easy ECL, e.g., graded readers, to its customers. Our results also indicate that the participants’ lack of knowledge of ECL suitable for the youngest pupils is to be regarded as an obstacle. This lack of knowledge hinders book purchases, book access and time spent on reading.

The deficient access to ECL at the libraries in School A and B contrasts the reported access to books in Yu’s study (1994). In her study the schools claimed that they had access to English books in classroom libraries, but the obstacle was rather that pupils were given little classroom time to read the books. In our study the deficient access to suitable books was an obstacle, but in Yu’s study the books were there, but still not used as a resource. This suggests that it is not access that necessarily is the largest obstacle to reading, nor the decisive factor determining how much time pupils spend on reading literature at school. Instead, it is above all else, the individual professional’s attitude towards dedicating valuable class time on reading ECL that is key. Of course, as mentioned by Library A, a lack of money can hinder book purchases. However, one can argue that how monetary resources are allocated and spent at school A and B is a question of priority which, again, can be attributed back to attitude.

6.3 Teacher-library collaboration

Neither Library A nor B promote the reading of ECL, especially not in years 1-3, as they do not collaborate with the teachers in these early years, nor take great initiative to make book purchases for such young learners. Our findings are in line with Yu's research, in that the school library did
not appear to support reading in English (1996). Interestingly, despite A1’s positive attitude towards reading in the early years she does not want to use the school library for English in years 1-3 but prefers to delay such activity until year 4-6.

If we apply the taxonomy for teacher-library collaboration from table 1, to rate the actual extent of the four teachers’ contact with the school library, we can see that one teacher manages to seize hold of a mid-grade, while the other three expectedly ended up in less favourable levels. Teacher B3 represents the highest level of collaboration in our study and coheres with level 4; “The teacher listens and takes advantage of ideas from the library staff and uses the library's resources in order to supplement his/her subject”. Teacher A1 fits in level 2; “The teacher uses a private book collection”. Not surprisingly, Teachers B1 and B2 work according to the level 1; “The teacher uses the textbook with a workbook and does not use the library's resources.”

Library A and B perceive that the teachers in years 1-3 never discuss English books with them, despite the teachers' unison stance that they can influence the school library’s purchases by making book requests. Neither of the libraries have had incentive to buy English books catering for the lower ages because both Library A and B wait for the teachers to take initiative. This paired with no explicit regulations in the Education Act regarding the school library’s role in English, results in no teacher-library collaboration in years 1-3. Consequently, the two libraries in our study are not fully being utilized as a resource for English. Given the interpretative nature of the school library’s role, the focus on English may therefore heavily depend on the individual professionals’ attitudes and knowledge in that specific school.

6.4 Teacher interpretation of the English syllabus and its effect on L2 reading

Looking at our results it is clear that teachers interpret the syllabus differently. A1 interprets the syllabus as if there is focus on reading ECL, whereas the other teachers do not. Our results indicate that Teacher A1 actively includes ECL, as she believes in its potential and because she interprets the English syllabus to be in favour of literature, and lastly this is possible since she has her own English books. Teacher B1 uses mostly English textbooks and digital resources as her primary materials, since she interprets listening and playful communication to be the most important aspects of the English syllabus for the younger pupils. Teacher B2 bases her English teaching on
the then prevailing available material, being either literature or textbooks. B2 focuses mostly on listening and speaking, due to how she interprets the English syllabus. Teacher B3 includes literature to a certain degree as she has older pupils but yearns for more English books and interprets that one should include fairy tales, but otherwise uses different texts for reading comprehension. Thus, teachers interpret the English syllabus differently but generally they perceive that it is the abilities to listen and speak rather than read that are most important. Therefore, they see no need to collaborate with the library or request books in English.

6.5 The interpretive nature of the English syllabus as an obstacle to L2 reading

Given Krashen’s reading hypothesis arguing that reading is important for both reading and writing (2008), as well as Anderson’s statement that reading is an important language skill for academic learning (2012) it is noteworthy that reading is not emphasized more in the English syllabus. Children’s literature or picture books are never specifically mentioned in the English syllabus, although plenty of studies have shown that children’s books support language acquisition (Akrofi et al., 2016; BavaHarji et al., 2014; Birketveit et al., 2018; Birketveit & Rimmereide, 2017; Elley et al., 1996). Our results convey that the interpretive nature of the syllabus results in different teachers working differently with English reading and children’s literature in years 1-4. The results suggest that it is the individual professional’s attitudes to reading rather than the syllabus that dictate how much ECL young pupils will meet at school. In a macro perspective, this may affect the equality in Swedish school making some pupils more acquainted with English reading than others, consequently preparing pupils differently for the reading demands in year 6 and later.

One can argue that if the English syllabus more explicitly highlighted the benefits of reading ECL this could potentially have positive ripple effects. School librarians, teachers and school principals may feel motivated to order more ECL. An increased demand for easy reading materials may increase the book supply at different book retailers in Sweden, facilitating schools’ purchases of literature. Greater emphasis on early L2 reading of literature in the syllabus could potentially affect teacher attitudes, making them more convinced of its benefits. Finally, and most importantly, this would of course support the pupils’ language acquisition.
7. Conclusion

To investigate how the reading of ECL among young EFL/ESL pupils in Sweden is affected by choices made by both their English teachers and their school libraries, we examined how attitudes, access and collaboration influenced each other. Even though both attitudes and access affect the amount of ECL that young pupils are exposed to, we could detect the paramount role that attitudes hold. Hence, the teachers’ and librarians’ attitudes affect access and collaboration. Consequently, the pupils’ reading of ECL is either negatively affected by professionals’ hesitant attitudes to L2 reading and positively by more convinced attitudes to such reading and use of literature. Furthermore, our results suggest that also the teachers’ interpretation of the English syllabus is of importance. Hence, the teachers’ attitudes in combination with their interpretation of the syllabus will determine how much time young pupils spend on reading ECL in primary school. This variation in teacher attitudes and interpretation of the syllabus results in pupils receiving an uneven exposure to ECL, and unequal preparation for the increasing reading demands ahead.

According to our data the school library takes a passive role, awaiting teacher initiative. Thus, the school library is to be regarded as an untapped resource for reading as there is an opportunity to increase teacher-library collaboration around ECL. Additionally, our results suggest that digital book options cannot replace physical books at schools because such digital solutions are not necessarily desirable by the recipients.

The results imply that ECL as well as the powerful benefits of reading in L2 need to be given more attention both in primary school teachers programs and library education programs at universities in Sweden. More knowledge may reduce the hesitant attitudes towards such early reading, and therefore resulting in young pupils meeting more ECL in school. Furthermore, if the role of the school library and its role also in the English language was further defined this may help school librarians take a more active initiative to promote ECL. Lastly, if the English syllabus gave more explicit attention to the reading of children’s literature in primary school, this may have positive effects on teacher attitudes, book access in school and on children’s reading, as well as equality.

One limitation in our cross-case study is that we only succeeded to include one single teacher from school A, resulting in an imbalance between the two schools. More participants from school A would have been valuable to further compare differences and similarities within the same school.
Essentially, more research is needed on this subject, therefore a larger study is advised. It is also relevant to investigate primary school teachers' interpretations of the English syllabus. Furthermore, more studies on reading ECL in Swedish schools is needed. An option would be to replicate the Norwegian study of ER conducted by Bakken and Lund (2018) to study how such intervention would affect pupils’ language skills in a Swedish context. Also, it would be fruitful to conduct a Book Flood study featuring the shared book method with pupils in years 1-3. Finally, making observations of the physical access to ECL both at schools in Sweden and at their retailers would give useful information of the status of ECL in Sweden.
8. References


Hittabockeyochfriaeresurserpaolikasprak


Starksamarbetet mellanlarareochskolbibliotekarien


https://www.vr.se/download/18.68c009f71769c7698a41df/1610103120390/Forskningsetiska_principer_VR_2002.pdf


https://eric.ed.gov/?id=ED386053
Appendix A

Taxonomy for teacher-library collaboration

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher uses the textbook with a workbook and does not use the library's resources.</td>
</tr>
<tr>
<td>2</td>
<td>The teacher uses a private book collection.</td>
</tr>
<tr>
<td>3</td>
<td>The teacher borrows media from various resources.</td>
</tr>
<tr>
<td>4</td>
<td>The teacher listens and takes advantage of ideas from the library staff and uses the library's resources in order to supplement his / her subject.</td>
</tr>
<tr>
<td>5</td>
<td>The teacher uses the library's resources as an integral part of the teaching of the subject.</td>
</tr>
<tr>
<td>6</td>
<td>The teacher and librarian work in teams to be able to fully utilize the possibilities in an exploratory approach.</td>
</tr>
<tr>
<td>7</td>
<td>The teacher and the librarian work together in the evaluation and development of course and work plans.</td>
</tr>
</tbody>
</table>

Appendix A is adapted from the taxonomy *Samarbetet mellan skolbibliotekarier och lärare* (Ögland et al., 2012, SOU 2021:3, pp.115-117).
Appendix B

Information and consent for Degree Project

Deltagande i examensarbetet:

“Svenska skolors tillgång till och arbete med engelsk barnlitteratur”

Information om examensarbetet


- Du deltar i en enskild intervju som tar ca 45 minuter och kommer att spelas in för transkribering och analys.
- Anteckningar och ljudfiler kommer att sparas tills att examensarbetet blir publicerat och då raderas.
- Anteckningar och ljudfiler kommer endast finnas tillgängliga för oss som skriver examensarbetet.
- Alla deltagare och skolor kommer att vara anonyma.
- Intervjun fokuserar på dina egna upplevelser, attityder och övertygelser om engelsk barnlitteratur och ett eventuellt samarbete med engelsklärare i årskurserna 1-4.

I enlighet med EU:s dataskyddsförordning 2016/679 (GDPR) samt nationell kompletterande lagstiftning har du rätt att:

- när som helst återkalla ditt samtycke. (Du har t.ex. rätt att avbryta intervjun när du vill.)

Vid frågor: mejla jenniferoldby@gmail.com eller elin.brogan@gmail.com
Samtycke om deltagande i examensarbetet

“Svenska skolors tillgång till och arbete med engelsk barnlitteratur”

Jag har fått möjlighet att ställa frågor och jag har fått dem besvarade.
Jag får behålla den skriftliga informationen.
☐ Jag samtycker till att delta i studien som beskrivs ovan.
☐ Jag samtycker till att min intervju spelas in och att den sparas tills examensarbetet är publicerat och då raderas.

<table>
<thead>
<tr>
<th>Plats och datum</th>
<th>Underskrift och namnförtydligande</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

…………………………………………………

…………………………………………………

…………………………………………………

…………………………………………………