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

Reading literature: teaching strategies and methods

Att läsa litteratur: Undervisningsstrategier och metoder

Karez Al-Rudainy
Lumnije Kasumi

Master of Arts in English Studies and Education, 15 credits.  Examiner: Sindija Franzetti
English Studies and Education.  Supervisor: Björn Sundmark

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Abstract

This study investigates the incorporation of literature in teaching practices in English as a second language (ESL) and its influence on education. It explores how teachers integrate literature reading into their instruction, the materials they choose, the underlying purposes, and the assessment methods employed. The research aims to uncover teachers' strategies for promoting literature reading and their perspectives on the value of literature in schools. Through a qualitative approach, semi-structured interviews were conducted with five teachers from two municipalities in Skane, Sweden, ensuring a diverse range of perspectives and experiences. The findings highlight the various approaches adopted by teachers when promoting literature reading. While some actively employ strategies to engage students with literature, others may not prioritize its use. The study also reveals divergent viewpoints regarding the value of literature in education. While some teachers recognize its ability to foster critical thinking, empathy, and cultural understanding, others may consider it less relevant compared to other academic subjects. These findings have significant implications for educational practices, emphasizing the importance of effective strategies to integrate literature into teaching. Such integration can enhance students' reading skills and overall educational experience. By grasping teachers' perspectives and approaches, educational institutions can promote a comprehensive and impactful use of literature in the classroom.

Keywords: literature, literature in the classroom, reading strategies, teachers' strategies
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1. Introduction

Literature reading plays a critical role in promoting cognitive and social-emotional development among young people. However, when examining how literature reading is used in the English language classroom, one needs to take into account that students today lack the motivation and engagement to read, struggle with reading, do not read for pleasure, do not meet the expected reading proficiency levels and that reading has declined drastically (Papadima-Sophocleous, S, 2009; Graeske, Sjöberg & Thunberg, 2022; OECD, 2019). Moreover, OECD Programme for International Student Assessment (PISA) (2018) in their research on how “reading literacy” is measured, claim that young adults are being profoundly impacted by the fast digitalization of communication. They also state that the changing technology has altered how people read at home and school (OECD, 2023). The highlighted claims can prevent student's academic and personal growth which the Swedish National Agency for Education emphasizes is an essential element to develop in the English subject in secondary education (Skolverket, 2022).

The Swedish curriculum for English in year 7-9 also identifies the required students' abilities associated with reading comprehension as a part of overall communicative skills, but it is not until the core content as literature is stressed: “Literature and other fiction in spoken, dramatized and filmed forms. Songs and poems. “(Skolverket, 2022, p. 37). Moreover, the ability to read is presented as a long-term goal to the development of students’ abilities which includes literature reading in English. Bo Lundahl (2021) claims that exposure to a variety of texts representing various genres, objectives, and text types are necessary to achieve the longterm goal of improving reading proficiency. Therefore, teachers needs to include literature in their classroom since it is an essential part of the syllabus so the students gain benefits throughout their school years, in their social and worklife.

The Swedish National Agency for Education is supported by theories such as in and outward oriented (Lundahl, 2021) that teachers can utilize in their teaching as an approach to facilitate and promote different literature reading to their students (Skolverket, 2022). But to encourage the students of literature reading teachers encourage students to read literature as well as the different approaches of literature reading they use Lundahl (2021) also stresses the value of including strategies and an external discours perspective while analyzing texts, hence, literature, as well as a wide range of high-quality books and resources to support reading.
effectively. From a linguistic perspective, these texts should be examined by teachers and students for their organization and connections. Furthermore, the rhetorical orientation, which considers the significance of the words and phrases employed in the text, is another essential component that they need to take into account, especially teachers. By implementing the pedagogical approach to utilize literature in the classroom can also develop students' critical thinking (Applebee et.al 2003). Krashen (2004) declares that literature can be a powerful tool for delivering comprehensible input, as it provides a rich and varied source of language that can be adapted to students' levels of proficiency. Likewise, Sharwoods’ input enhancement emphasizes that highlighting or enhancing specific features of input can help learners to notice and acquire them (Sharwood, 1993). Literature can therefore be used to provide enhanced input by emphasizing specific language features such as grammar or vocabulary.

Unfortunately, teachers are still not given other instructions on how to implement different approaches of literature reading or how to encourage students in the English language classroom, apart from that they necessarily need to incorporate literature in their teaching. The results are often a single or a combination of different approaches and strategies, due to the individual teacher's preferences and conscious or unconscious choices. Another issue could be for teachers to find the time and resources to incorporate literature into their teaching.

Overall, the claims emphasize the significance of comprehending the challenges that teachers encounter in promoting reading and literature in the English language classroom. They underscore the individuality of various strategies, in absence of guidance, employed by teachers in their struggle to make literature both engaging and relevant to their students.

Consequently, the primary objective of this degree project is twofold: firstly, to investigate the strategies and methods employed by certain teachers to foster reading habits and encourage student engagement with literature within the classroom setting, and secondly, to explore teachers' perspectives on the value of incorporating literature into the school curriculum.
2. **Aim and Research questions**

The aim of this degree project is to explore how teachers encourage students to read literature as well as the different approaches of literature reading, they use and why this particular chosen type of literature is relevant when they later assess the students. The research questions are:

- What are some teachers' stated strategies and methods when it comes to reading promotion?
- What are some teachers' views about the value of reading literature in school in general?
3. Background

This section provides theoretical concepts of our study including: reading comprehension, reading strategies, language acquisition as well as reading theories and concepts.

3.1 Reading comprehension

It is clearly stated that literature can be used to cultivate reading comprehension (Mossige et al, 2018; Barton, 1994; Barton & Hamilton, 1998). But definitions on reading comprehension are many and complex. Nevertheless, they are equally relevant today when students are exposed to both traditional and digital reading of literature where differences exist.

Grabe and Stoller (2002) define reading comprehension as “the ability to extract, interpret, and use the information from a print or digital text” (p.12). However, this definition does not give an explanation to what teachers need to do when reading literature or using written information in the English classroom. Lundahl (2021) states that reading comprehension can be categorized into different levels of understanding: literal meaning which involves the ability to reproduce what is actually written (restricted to memory and recall), interpretation, and application. Interpretive reading involves drawing conclusions and reading between the lines. At the applied level, readers use their knowledge to make connections in new situations, such as between a book (includes critical reading) and a movie (Lundahl, 2021 p. 307). This framework is considered significant as it serves a prominent global assessment of reading proficiency. Gray (1960) proposes three levels of reading comprehension: reading the lines, reading between the lines, and reading beyond the lines. Hence, when considering both the framework proposed by Gray (1960) and the insights provided by Lundahl (2021), it becomes evident that reading comprehension encompasses a continuum of comprehension levels, progressing from surface-level understanding to more intricate interpretations and practical implementations. Therefore, it becomes clear that teachers are faced with multiple dilemmas when it comes to literature reading.

Reading comprehension in the PISA surveys conducted by OECD (2000) present a framework of five distinct levels: 1) Forming a broad general understanding 2) Retrieving information 3) Developing an interpretation 4) Reflecting on and evaluating the content of a text 5)
Reflecting on and evaluating the form of a text (p.18-20). Moreover, on the subject of reading comprehension, the definition provided by PISA surveys describe "reading literacy" as the capacity to understand, use, evaluate, reflect on and engage with texts, aiming to accomplish personal goals, expand knowledge and potential, and actively participate in the society (OECD, 2016, page 8). This comprehensive definition, encompasses a wide range of cognitive abilities, including decoding, understanding word and grammar structures, grasping larger linguistic and textual elements, and developing global awareness. But the issues on how to achieve all of these goals are still not surfaced clearly for the teachers. Even though these abilities align with the guidelines set forth in the curriculum for English in years 7-9 by Skolverket (2022). Even Lundahl (2021) argues that this reading literacy responds to different conditions and demands in a way that blurs the distinction between traditional and digital reading. In addition, Margunn Mossige et al. (2018) argues that if the focus is on reading as a cognitive process where the interaction between text, reader and context is made visible on a broader level, one sees that reading is first and foremost an individual experience and construction of meaning. But it can also be a social activity. Furthermore, the authors explain that reading and writing are linked in sociocultural theories in natural situations that occur in everyday life, work and school, where the situation, purpose and type of text also affect how reading and writing are used.

Thus, the concept of reading comprehension encompasses diverse levels of understanding, including literal comprehension, inferential comprehension, and evaluative comprehension. Various frameworks have been proposed to categorize different levels and highlight the multifaceted nature of reading comprehension, including cognitive abilities, the blurring of distinctions between traditional and digital reading, and the socio-cultural aspects of reading and writing.

3.2 Reading strategies

The teaching of reading literature may vary depending on the teacher's strategies and what type of reading approaches are utilized. Bo Lundahl (2021) along with emphasizes the difficulty and complexity of reading strategies through. According to Barnett “Reading strategy use undoubtedly varies from reader to reader and within a single reader depending on the text and on reader purpose, enthusiasm, language proficiency, schemata, time available,
and willingness to guess, Individuals often have distinctive approaches to the same text; subjects comment that they read differently when they are tired or when they know a great deal about the text” (p.107). Additionally, another issue to consider is whether to distinguish between positive and negative reading techniques, according to Lundahl (2021). There are conflicting opinions on this subject, while some reading researchers favor using neutral terminology to describe reading processes. Moreover, Lundahl (2021) asserts that there is another challenge regarding whether to distinguish between conscious and/or unconscious processes. In contrast, readers frequently engage in unconscious processes, which, according to Davies (1995), only become conscious when asked to describe their thoughts or behaviors. As a result, this has implications for how teachers evaluate students' use of reading strategies. On the other hand, Grabe and Stoller (2018) argues that "Skilled readers are, by definition, strategic. Strategic readers know which strategies to use - in addition to when, how, and why they use them - to overcome comprehension difficulties and achieve comprehension goals" (p. 33). According to Grabe and Stoller (2018), reading strategies should be integrated into the reading process by educators and discussed as part of raising awareness about how to read more effectively. Furthermore, they emphasize that reading strategies should be combined and one such strategy model is called KWL, Know, Want to Know, Learned, which in short means that the learner expresses what they know about the topic, what they want to know and what they have learned which results in selective text processing with thematic works including non-fiction and digital reading. It is in the areas mentioned above that the teachers also need to put the focus when it comes to literature reading and the approaches they need to consider using.

Moreover, Day and Bamford (1998), along with Nation (2013) points out that extensive reading, or reading for pleasure, has been shown to be an effective way to improve language skills, including vocabulary, grammar, reading comprehension, and writing. Literature, with a priority on stories, can provide engaging and enjoyable reading material that motivates learners to read extensively. But it is the content of texts that the teachers should emphasize (Day & Bamford 1998; Day & Bamford 2002). According to Nation (2013), word learning occurs by coincidence as a result of reading rather than intentionally focusing on words and phrases. However, since 95–98% of words are known to have an effect on vocabulary and reading ability, this strategy makes the assumption that reading is not hampered by an excessive number of unfamiliar terms. If students are motivated by the educators and
guardians to read outside of school hours, extensive reading, which involves reading extensive amounts of literature and frequently encountering new words, can be helpful in literature reading in general. Individual reading is flexible in terms of pace and options, but it lacks substantive context. On the other hand, collaborating on a text with a teacher can spark interest, aid with comprehension, and encourage in-depth substantive and linguistic study. Whenever reading extensively, it's crucial to scale back on the demands on the task. Furthermore, critical literacy involves the ability to read and analyze texts critically and to understand how power dynamics and social issues are reflected in language use. Literature reading can provide opportunities for learners to develop critical literacy skills by examining themes, characters, and language use in texts (Luke & Freebody, 1999). These techniques can be implemented by the teachers to further enhance literature reading.

Overall, despite uncertainties surrounding the definition of reading strategies, it is important to recognize that they play a crucial role in developing reading proficiency which teachers should incorporate in their teaching when dealing with literature reading and techniques.

3.3 Reading theories and theoretical concepts

Reading is a fundamental skill in language learning, but many students struggle with reading comprehension or lack motivation to read. In order to address this issue, teachers needs to find ways to encourage students to engage with reading materials. The theories in the following section are relevant to our research questions, for improving vocabulary, grammar, syntax, and overall language learning.

Krashen's theory of language acquisition, input hypothesis, suggests that learners acquire language through exposure to comprehensible input, or language that is just beyond their current level of proficiency. This input should be delivered in a low-anxiety environment, where learners are motivated to understand and communicate with the language. Krashen (2004) argues that literature can be particularly effective for promoting language acquisition, as it provides authentic language use and a variety of language structures and expressions. However, once students have reached a particular stage, explicit instruction is required to support further growth.
Incidental vocabulary learning suggests that students can acquire new vocabulary simply by encountering words in context while reading. To encourage this type of learning, teachers can provide students with engaging and accessible literature that contains a range of words and expressions that may not be encountered in everyday language use. Day and Bamford (1998) emphasize the importance of extensive reading in the classroom, where students have access to a wide range of reading materials at their level of proficiency. This approach allows students to select texts that are of interest to them and engage with the language in a meaningful way.

Swain's (1985) output Hypothesis suggests that learners need to produce language to develop their language skills. Teachers can encourage students to engage with literature by providing opportunities for language production, such as discussion groups, writing assignments, or presentations. Swain (1985) also argues that output is critical to language development, as students must actively use language to internalize it. Teachers can use literature to provide inspiration and models for students' own language production, encouraging students to imitate the language and style of the texts they read. Toroppa et al. (2020) in their study aims to investigate the relationship between reading difficulties and academic motivation and engagement in Finnish-speaking ninth graders. Furthermore, three reading difficulty groups are identified: (1) poor readers with both fluency and comprehension difficulties, (2) slow readers with only fluency difficulties, and (3) poor comprehension difficulties with only reading comprehension difficulties. The findings reveal that reading difficulties are linked to lower levels of academic motivation and engagement. Poor readers and poor comprehension scored lower on academic motivation and engagement measures than typical readers. However, slow readers did not show a significant difference from typical readers in academic motivation and engagement. The study highlights the importance of early identification and support for students with reading difficulties to prevent disengagement and poor academic outcomes. The study also examines gender differences in reading skills, academic motivation, and school well-being. Girls have better reading skills and higher learning motivation in literacy tasks but may experience more school burnout than boys. Group differences were significant for all learning motivation measures, except for task-avoidance behavior.

Overall, by utilizing theoretical frameworks such as incidental vocabulary learning, noticing hypothesis, input enhancement, output hypothesis, as well as the theories of Krashen and
Vygotsky, teachers can create a language-rich environment that promotes both comprehension and production of language. Teachers should strive to provide a range of literature that is accessible and engaging to students, while also promoting language development through explicit instruction, social interaction, and authentic language use. The studies on previous research are clearly confirming the declining in students reading habits, students lack of engagement and motivation as well as methods and strategies utilized by educators which still is not making a wider impact on students progressing on their reading abilities. More use of literature in the classroom, with a combination of strategies and theories can be an effective way to promote language learning and engage students in reading.

3.4 Previous research

Researchers Graeske, Sjöberg, and Thunberg (2022) examines the use of avatars as game elements in promoting students' engagement in reading fiction among Swedish students who have shown declining reading skills and low interest in fiction. The research builds on previous studies that have used game elements to enhance learning, particularly in foreign language teaching. Simultaneously, this is in line with Krashen input hypothesis for language acquisition, where the input is delivered in a low-anxiety environment, by motivating the students to understand and communicate with the language and the material as avatars. Moreover, the research aims to evaluate the opportunities and challenges of incorporating avatars as game elements in promoting reading engagement among students by using action-based research which involves four stages: identifying the area of work, planning and implementation, documentation and reflection, and development after completion of the action. The action involved testing a digital, didactic design where students could create an avatar to read with, to encourage their learning. The digital tool used was Plotagon, which was used to create an avatar in a short film, to continue an internal monologue relating to the main characters in a short story read in class that involved two classes, two teachers, and two researchers. The results showed that most of the students had a positive attitude towards the approach and found it enjoyable and innovative. The avatars helped the students to enter the fictional world of the assigned text and become more analytical. The teachers reported that the students were active and creative when using digital learning resources and game elements in literature studies. The study suggests that linking activities outside the school context, such as gaming with avatars, to formal learning can be beneficial. The study concludes that using
avatars in literature studies can generate increased literacy and engagement in reading (Graeske, Sjöberg & Thunberg, 2022).

Sande et al. (2022) discusses how students' interest in reading books and other long texts declines during primary and secondary education, especially from ages 10 to 15. This is known as the "fourth-grade slump" and can be caused by frustrating reading experiences with complex texts. The efficacy of Independent Silent Reading (ISR) time, where students read self-selected books, has not been proven, and ISR can lead to negative experiences if students struggle to select appropriate books, particularly for students growing up in less literate families. Therefore, it is highly relevant that teachers apply the sociocultural theory by Vygotsky (1978) that emphasizes the importance of social interaction and cultural context in language learning and in their teaching of reading of literary works. In accordance with the Vygotsky theory, learners acquire language through participation in social activities and interactions with others who have more advanced language skills. Teachers can promote language learning by providing opportunities for students to engage in social activities related to reading and literature, such as book clubs, discussion groups, or collaborative writing projects. Vygotsky also argues that such activities allow students to develop their language skills in a meaningful and culturally relevant context, promoting both language development and socialization. The study also aimed to assess whether students in Grades 7 and 8 of prevocational education, who mostly have a low reading proficiency and limited interest in reading, could benefit from guidance in selecting appropriate books for ISR. The study found that the intervention led to significant improvements in reading attitude and familiarity with book titles, but not in reading comprehension. Data was analyzed with hierarchical linear models and found that supporting book selection can prevent negative reading experiences and promote reading interest and proficiency. The studies suggest a conditional effect of ISR on reading development and have implications for combating the "fourth-grade slump" where students' reading attitude tends to decline, and their reading proficiency levels off. To prevent students from entering this fourth-grade slump that promotes students' negative experience on reading, teachers should reconsider Vygotsky sociocultural theory with students' reading experience.

Papadima-Sophocleous (2009) examines the decline in reading skills among five Upper Secondary Schools from different European countries, with each school participating with two
classes of students, one reading literature in the mother tongue and the other reading English literature to establish their reading habits by conducting a needs analysis by distributing an electronic questionnaire to 191 students. The Comenius ALCUIN project aimed to develop reading methods that would encourage students to develop their reading skills, make them competent readers in their mother tongue as well as English, and help them to analyze and evaluate literary texts of various genres and European perspectives. Furthermore, the study evaluates whether the first four new pedagogical methods used in the first year of the project in the five high schools have motivated students to read literature. The study highlights the alarming decline in reading skills in several countries and the need for measures to address the issue. The majority of the participating students enjoyed reading, but only 33.5% read on a daily basis, while 56.5% thought they did not read enough. Hence, the results showed that students needed more motivating means to encourage them to read more literature and be exposed to more and diverse types of literature. Some countries needed more encouragement than others. Nevertheless, the results are inevitable and regardless, they are still relevant, confirming that despite various methods for reading used for a long time, too many students still lack motivation and encouragement, and that there is a decline in reading which is relevant to our own research questions. In this study, Incidental vocabulary learning was not sufficient to encourage students to improve their reading skills and improve their competence in English.

Anderson and Pearsons (1984) schema theory suggest that readers use their prior knowledge and experiences to make sense of new information. Also, literature can activate learners' prior knowledge and provide opportunities to build new connections between concepts and language according to the authors. However, Braten et.al (2013) discusses in their study, the challenges and benefits of reading multiple texts on a single topic, emphasizing the importance of recognizing words within texts, strategically interacting with texts, and motivationally engaging with texts to learn and understand their content. The study operationalizes learning in terms of readers' increase in topic knowledge from before to after reading the texts and multiple-text comprehension in terms of readers' ability to note and elaborate the different perspectives discussed in the text materials and to draw bridging inferences among them. The study involved 65 tenth-grade students from four public schools in southeast Norway who read five texts by using three measures: topic knowledge measure, word recognition measure and reading pattern measure. Additionally, the study found that
prior knowledge and word recognition skills were positively associated with learning and comprehension, while non-linear reading patterns were negatively associated with comprehension and that reading self-efficacy and reading task value were predictors of multiple-text comprehension. As the study reveals the positiveness from prior knowledge, Anderson and Pearsons (1984) schema theory becomes crucial for teachers to consider when reading so that student’s prior knowledge and experiences are included for a better understanding of new information. Specifically, the results indicated that word recognition skills were a strong predictor of multiple-text-based learning, while reading pattern and reading self-efficacy were unique predictors of multiple-text comprehension. The study suggests that readers' cognitive resources should not be tied up in suboptimal word-level processing, and good performance on the multiple-text comprehension measure requires readers to integrate perspectives across texts, with reading patterns that signal strategic backtracking playing an important role in this integration process. The study's findings have implications for literacy instruction and assessment which are also in line with our research questions on literature strategies and methods teachers may use.
4. Method

The project will employ a qualitative research methodology, principally comprising semistructured interviews, for the data collection, with five English teachers (see appendix 2). These interviews will use open-ended questions, with focus on different themes, that foster spontaneous responses, like Kvale's (2007) strategy. With interviewees' unfettered expression of ideas, this method enables a diverse examination of various issues. As recommended by Kvale (2007), interviewers may modify their responses in order to encourage in-depth discussions. The interviews will specifically focus on understanding teachers' strategies for promoting reading and literature, the challenges they encounter in this endeavor, and their roles in promoting literature. Additionally, we will investigate the literature selection choices made by teachers and the underlying reasons. Data analysis will involve thematic analysis to identify key themes, dimensions and patterns within the collected data.

Simultaneously, the project will conduct a literature review, examining relevant and existing research on literature promotion and literature reading within the field of education. The study will build on the findings of previous research on the role of literature in promoting creative thinking and cognitive development. It also considers the wider context of education in schools, including the challenges that teachers face in motivating students to read and the impact of technology on reading habits.

The study will examine the strategies used by teachers to increase students' interest in reading. It will additionally examine how some teachers work together to choose and promote literature and evaluate whether schools give students appropriate access to a variety of books, including class sets, to encourage reading. The study will explore the types of books teachers choose and the factors influencing their choices.

To collect data on teachers' strategies to promote literature reading and opinions on strategies used in the classroom, questionnaires could have been used. However, with this method the results could also be different. First, we would have needed more teachers for surveys as this method is quantitative, but we could also get a broader overview of teachers' opinions and practices. The results would thus be more quantifiable and statistically analyzable. However, we would probably lose the depth and detail that comes with qualitative interviews. The disadvantage of questionnaires may also be that they are less adaptable and may not allow teachers to express themselves as freely as in an interview situation (Kvale, 2007).
Regarding the disadvantages of semi-structured interviews, the critical reflection can be the following: limited generalizability, risk of interviewer bias and demanding resources and time. The first implies difficulties in generalizing the results to a larger population and may thus limit the validity and transferability of the results. Secondly, the interviewer may inadvertently influence the respondent's answers or interpretation of the questions. Thirdly, holding interviews is time-consuming, but especially when it comes to transcribing and analyzing data. The difficulty of conducting many interviews also exists if there are limited resources available (Kvale, 2007)

4.1 Ethical considerations
The interview will follow the ethical guidelines set forth by the Vetenskapsrådet (2017). All participants will be provided with a written consent form (see Appendix 1) outlining the purpose and nature of the study, as well as their rights as participants. The participants will also be informed that they have the right to withdraw from the study at any time without providing a reason. All data collected during the interviews will be kept confidential and anonymized to protect the participants’ privacy. Any identifiable information will be removed from the transcripts and replaced with pseudonyms.

4.2 The participants
There were two male English teachers and three female teachers that participated in the study. All other teachers teach English in secondary education except for one who teaches English in upper secondary school. Overall, we interviewed five teachers in two different municipalities in Skåne, Sweden. In table 1 we have kept the teachers anonymous and chose to call them teachers one to five to be clear about not mixing up different made up names.

Table 1
Participating teachers in our study:

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Teaching Currently</th>
<th>Work Experience</th>
<th>Interviews Conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>8th grade</td>
<td>39 years</td>
<td>18th of April</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>Upper secondary</td>
<td>26 years</td>
<td>20th of April</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>7-9</td>
<td>7 years</td>
<td>28th of April</td>
</tr>
</tbody>
</table>
4.2.1 Selection process

We started by contacting deputy head principals for grades 7 to 9 or overall head principals of schools to ask how many licensed teachers were working currently and if they could forward our information on the degree project with the consent form (Appendix 1) in the same municipality. Moreover, we wanted to have a variety of teachers from different schools and different social conditions as well as different work experience from teachers to detect what kind of differences may or may not appear in the strategies of teaching literature but also how the challenges they face differ as to the schools' different locations. Unfortunately, not many teachers replied to participate due to national tests that they were conducting during this period which resulted in us contacting the municipality to get emails directly to these teachers and then some of them responded. We also contacted different schools that we had substituted at to ask if they wanted to participate. We ended up interviewing teachers from two different cities in Skane, Sweden, whereas four teachers currently teach in grade 7-9 and one teacher in upper secondary.

4.2.2 The procedure

This section will provide more details of how the interviews were conducted. Before we contacted different schools and teachers to participate, we had to make an interview guide with questions and sub questions that required to be connected to our research questions for the validity and reliability to be balanced (Lundahl, 2021). Overall, through this procedure the study aims to contribute to a better understanding of the strategies and methods that teachers can use to encourage reading and engagement with literature in secondary schools. By identifying effective practices and potential areas for improvement, the study seeks to promote the importance of literature in young people's lives and support teachers in their efforts to inspire a love of reading in their students.
5. Results

The following section presents the results obtained from the interviews conducted with teachers regarding their experiences using literature in the classroom. The teachers provided valuable insights and perspectives on various aspects of using literature, including their experiences with specific sets of books, the challenges they faced, and the strategies they employed. The results are organized into themes with relevant subheadings, offering a comprehensive overview of the teachers' perspectives on the use of literature as an educational tool. These findings provide valuable information for educators, curriculum developers, and policymakers interested in promoting effective literacy instruction through the integration of literature in the classroom.

5.1 Experience using Literature.

All teachers, except for teacher 5, express the opinion that incorporating literature in the classroom is time-consuming. However, one teacher holds the belief that literature, regardless of its form (e.g., books, short stories, or excerpts), is an effective means to enhance various aspects of English language development. Therefore, this teacher perceives the time invested in literature as beneficial. Teacher 1 desires shorter and easier-to-read books as a way to manage their schedule. While the teachers suggest assigning reading tasks for students to do at home, a significant amount of reading still takes place during class time.

All teachers employ assignments that foster reflection, critical thinking, opinion formation, and discussions; however, the extent to which these activities are emphasized varies. Only teacher 2 emphasizes oral presentations as a form of assessment. Teachers 2 and 4 make efforts to support and assist their students with reading, recognizing that a lack of motivation often stems from insufficient prior knowledge. The following quote illustrates Teacher 2 experience with reading:

They may find it difficult, or they may think that it's difficult to read the book because they haven't done it before, Especially if it's their first year at gymnasium and they haven't read the whole book in English before. Maybe it's a norm that they don't read big texts in English, only individual articles and a few pages at a time. (Teacher 2, Appendix 3, Excerpt 1).
This contrasts with teacher 1, 3 & 5 where they view reading as a mandatory activity, offering some scaffolding but they simply consider it a necessary task. Only teacher 4 believes that incorporating literature in teaching is essential for developing students' reading comprehension, which is a crucial skill for fostering democratic citizenship. Literature can aid students in comprehending written information and expanding their knowledge. Teacher 4 explained that this way:

And it is probably mainly because the students need their reading comprehension in all subjects and in life in general, that is to be able to become. It's not just like in one's own subject, but this entire mission of raising democratic citizens. And you know, these pieces that teachers also have to do in order to be able to participate in the social debate, to be able to absorb written information, they have to be good at absorbing. (Teacher 4, Appendix 3, Excerpt 2).

The teachers all agree that motivation is crucial when it comes to using literature in the classroom, the interest needs to be there in order to have active students. Teacher 5, unlike the others, admits that they do not read many books themselves, which is a necessity when you want to use the literature in the classroom, otherwise you do not have control in the classroom.

### 5.2 Sets of books

All teachers mentioned several common classic books, such as "The Absolutely True Diary of a Part-Time Indian," "To Kill a Mockingbird," "Animal Farm," "Holes," "The Wave," "A Christmas Carol," and "Diary of a Wimpy Kid." These books are available as whole class sets in English. Additionally, teachers selected books based on their personal interest and suitability for their specific classes. Teacher 2, who teaches at the upper secondary level, chose a book related to economics, "Who Moved My Cheese," to engage his students. Teacher 3, on the other hand, explained that they selected "Billy Elliot" for their year 7 students to address the updated curriculum's integration of LGBTQ+ themes, which is something that the other teachers did not mention. Choosing Billy Elliot to break from stereotypical gender roles, Teacher 3 continued to say:

And it is probably mainly because the students need their reading comprehension in all subjects and in life in general, that is to be able to become. It's not just like in one's own subject, but this entire mission of raising democratic citizens. And you know, these pieces that teachers also have to do in order to be able to participate in the social debate, to be able to absorb written information, they have to be good at absorbing. (Teacher 4, Appendix 3, Excerpt 2).
Billy Elliot, it's a bit like this that we should include an LBTQ perspective on the teaching where we show non-traditional stereotypical images of men and in that you should read the first Billy Elliot and what we are asking for is, but understand why he likes to dance and why? It's a bit of a taboo in his family where you have a father who is very conservative, so you kind of have to take in information and process it… In general, the last update we did was when it was requested, like a more view of nonstereotypical gender roles. (Teacher 3, appendix 3, Excerpt 3)

Teacher 1, 4 and 5 uses books that are relative for the students in the matter that the books are about teenagers, love, drama, school setting to make it more relatable and fitting. All teachers, except teacher 5, do not mention using poetry, however teacher 5 uses poetry in a fun and relaxing manner, she does not assess it, simply for enjoyment and language development at the same time.

When it comes to the variety of literature used, certain teachers are more fortunate than others. Specifically, Teacher 1, 3, and 4 faced limitations in their ability to order books as desired. Teacher 1 even mentioned that their library was unmanned, while Teacher 3 and Teacher 4 resorted to using e-books due to their affordability, space efficiency, and easy accessibility. Teacher 4 further emphasized that reading on a tablet or computer is not equivalent to reading from a physical book which she has read in a study. On the contrary, Teacher 2, is fortunate to order books at their own convenience and engage in discussions with the school librarian to procure them if desired, thereby avoiding any complications. Similarly, Teacher 5 explained that they have the option of other school libraries, thereby facilitating easier access to books or class sets in instances when the budget falls short.

When asked about their collaboration with colleagues, almost all teachers engaged in some form of teamwork. Teacher 5 stood apart from the others as there was no collaboration with fellow teachers; they worked independently. However, Teacher 5 differed from the rest when it came to the work relationship with the school librarian. The librarian would frequently attend English lessons and conduct a "book-bomb," where the librarian would bring a selection of books and present them to the students. This practice served multiple purposes, as it not only assisted the teacher in selecting appropriate classroom literature but also catered to
the students' personal reading preferences during holidays. This aspect stood out in our study since the remaining teachers did not have any working relationship with their librarians.

Teacher 4 employed a different approach to selecting literature. They would share excerpts from various books with the students to assess their predominant interests and base their literature choices accordingly. On the other hand, the remaining teachers relied on availability or their own judgments of relevance and interest. Furthermore, both Teacher 1 and Teacher 2 mentioned that selecting literature was comparatively easier in upper secondary levels as they could utilize the program orientation to identify relevant books for their students.

5.3 Challenges and strategies
Since motivation and encouragement is necessary when reading literature in the classroom, teachers need strategies for these challenges. Teacher 1 openly acknowledged their regrettable lack of strategies to motivate her students, asserting that they simply need to find the motivation within themselves. Similarly, Teacher 3 offered a similar response, albeit with a notable distinction. He emphasized his efforts to engage in dialogue with the students, elucidating the significance of reading and endeavoring to help them comprehend the reasons behind it. Such an approach has yielded positive outcomes in certain cases. Teacher 5 also adopts a comparable strategy, conversing with the students about the importance of reading and presenting alternative options if they are disinclined to read, such as visiting the library and selecting their own books. On the other hand, Teacher 4 refrained from commenting extensively on the matter, except to remark on the challenge and difficulty of finding a book that suits the diverse tastes of a class of 30 students, which inevitably leads to some finding the assigned book less captivating.

Teacher 2 stands out by providing an explanation that transcends the realm of literature itself. According to this teacher, the lack of motivation to read literature often stems from broader issues concerning the students' approach to learning in general. Students who have been categorized as academically weak often lack the necessary encouragement to engage in any academic activities. Consequently, Teacher 2 adamantly rejects the practice of labeling and categorizing students based on their abilities. Instead, this teacher emphasizes their commitment to supporting and assisting students who struggle to understand the material. By demonstrating their availability for help and showcasing the usefulness of tools such as
dictionaries, Teacher 2 seeks to instill self-confidence in the students. Additionally, this teacher provides both oral and written assignments, as many students fail to attend the oral exams. Through this comprehensive support system, students often experience a sense of relaxation and surpass expectations. Teacher 3 and Teacher 5 also address the difficulties faced by students, employing techniques such as reading aloud, avoiding strict deadlines, and incorporating audio books into the reading process to ensure that no student falls behind. Furthermore, Teacher 5 introduced the concept of incentivizing reading by allowing students to watch the movie adaptation or an episode of a series based on the book they read, which she believes has proven to be an effective motivator and facilitates comparisons between the literary and visual forms of the story. In contrast, Teacher 4 emphasizes the persistent challenge of financial constraints, which limits the freedom to select and explore a wider range of literature. Such restrictions can result in a repetitive teaching experience due to the repetitive use of the same materials, dampening the overall enjoyment of the teaching process.

5.4 Discussion

The ability to read and comprehend texts in English is a critical skill that students need to develop during their academic journey. In grades 7-9, the steering documents for English are presented to support the long-term and overarching goal of enhancing students' reading comprehension abilities. The steering documents for English serve as a valuable resource for learners to encounter new vocabulary in context, explore themes and characters, and analyze language use, all of which can help them become critical readers. According to all of the teachers who conducted this study, all forms of literature, genres, themes fit the steering documents, therefore the teachers pick literature that is available for their teaching and choose literature that are interesting in order for the reading to become enjoyable for the students. However, when selecting literature for that many students, it is hard to find something that will be of every student's interest.

Every teacher points out that there are those who like to read, reading strategies differ, which according to Barnett (2009) explains that it depends on the text, the language knowledge, time availability and willingness to guess, every individual has a distinctive approach to the same text (Barnett, 2009). This is something which is apparent and can be tricky to adapt to every student, however Teacher 2 tells that they allow students who have difficulties to read to take their time, check up on words and teacher 3 even mentioned that he gave the students more
time to finish reading since he saw that the class needed it. Those who are skilled readers know which strategies to use, when, how and why they use them to get past the comprehension difficulties and develop in competence (Grabe & Stoller, 2002). Which is why it is important to integrate literature and reading overall in order to teach students how to search for information, create critical thinking and overall language development. This is something that all the teachers strive for, when they create assignments where the students need to reflect, give opinions, look for information etc. These assignments aim to develop the students reading comprehension, which is why once again it is important to start early with these kinds of tasks, which is what Teacher 5 does since she teaches from the year 5-9.

Teacher 4 even explains that by having the students read, it is essential for them as we teachers has the goal to foster decent citizens, which reading becomes crucial in order to participate in for example discussions, comprehension etc. Moreover, having critical literacy skills entails the capacity to scrutinize and evaluate texts in a discerning manner, while also comprehending how language use mirrors power dynamics and societal concerns. Through exploring themes, characters, and language in literature, learners can cultivate their critical literacy skills, as noted by Luke and Freebody (1999).

According to Braten et al. (2013) prior knowledge and word recognition skills were positively associated with learning comprehension which is something that Teacher 2 pointed out when he had challenges with students who did not feel motivated or encouraged to read a book since they have not done it previously, which aligns with Braten et al. (2013) since they have had minimal prior knowledge when it comes to reading literature in this sense. The study by Braten et al. (2013) highlights the importance of early identification and support for students with reading difficulties to prevent disengagement. Hence, it is imperative for teachers to consider Swain's Output Hypothesis (1985), which posits that language learners must generate language output to enhance their language proficiency. To promote active participation in language production, teachers can create tasks for students to interact with literature, including discussion groups, writing tasks, and presentations, which all the teachers do in one way or another, some use discussions and some writing tasks or presentations and some do a mixture. Day and Bamford (1998), along with Nation (2013) points out that extensive reading, or reading for pleasure, has been shown to be an effective way to improve language skills, including vocabulary, grammar, reading comprehension, and writing. Literature, with a priority on stories, can provide engaging and enjoyable reading material that motivates learners to read extensively, with this said starting early will allow students to develop these
skills gradually. It can also be helpful to have students read at home (Nation, 2013) and this is something that the teachers encourage but teacher 2 explains that when the parents are involved and have their child read, there is a huge improvement seen when they are back in the classroom.

Teacher 3 and 5 mentions that they let the students read the book first and then they allow them to watch the movie/series, which gives them the opportunity to see different perspectives and make connections in other ways rather than just having read the book which according to Lundahl (2021) readers make connections in new situations with their knowledge, ex. book + movie (Lundahl, 2021). It also allows the students to form a general understanding, they retrieve information and interpret it to later reflect and evaluate it (Lundahl, 2021), which is what happens when you first read the book and later see the movie/series. Teachers 3 and 5 also use reading out loud, teacher 3 reads out loud whereas teacher 5 lets the students read the book and listen to it at the same time which according to Day and Bamford (1998) reading or listening to materials can expose learners to new vocabulary in context. However, none of the teachers mentions the importance of teaching students how to read literature, the three different levels of reading: reading the lines, reading between the lines and reading beyond the lines which Gray (1960) emphasizes are crucial when it comes to reading comprehension. Hereby, one can notice an issue related to teachers’ lack of guidance, or support from different approaches they could use when it comes to promoting literature for their students. Literature can serve as a valuable resource for learners to acquire a diverse range of words and expressions that they might not come across in their daily conversations. Teacher 4 mentions that classics are somewhat harder to motivate students to read, however, the written English in those classics are of a harder level of vocabulary which would be beneficial to their language development.

All the teachers have some classics available, however not all use them because of the lack of interest, Teacher 4 and 5 uses books that are aimed for teenagers, with themes appealing to teenagers such as love, school, drama etc. Teacher 4 even explained that she picks out a couple of extracts from different books to see where the interest is at with the students and then chooses a book. When it comes to social interaction and cultural context in language learning, only Teacher 2 involves social interaction which aligns with Vygotsky’s sociocultural theory, where students get to hear each other’s opinions and thoughts, have a
group activity, providing an environment where students learn from each other, when it comes to the cultural aspect, teacher 2 mentions that there is a lot of western culture, whereas teacher 2 and 5 speak of the book “Part-time Indian”; which is another perspective but takes place in a white society. When it comes to variety in literature, the most common between the teachers is using books or short stories or comics.

Overall, the responses of the teachers indicate that they have had a fairly positive experience with literature in their classrooms. They reported that reading literature aloud to their students helped to create a shared experience and fostered a love for reading. Additionally, teachers noted that literature helped students develop their critical thinking and interpretation as well as discussing important topics. These findings are consistent with research that suggests that reading literature can help students develop critical thinking skills and aid their language development (Torppa et al., 2020). When it comes to sets of books being available for the teachers, the teachers reported using a variety of books in their classroom. However, the teachers did not all have the same assets, some were fortunate to have a good school budget where they were allowed to buy whenever they needed, one teacher has the fortune to loan books from other schools in the city and the other teachers simply did not have that fortune to buy if needed and use e-books if they want something new. The school budget plays a huge role when it comes to teaching, the teacher needs to teach with what they have available which makes it harder for some to create variety in literature for example.

Teachers identified several challenges to using literature in their classrooms. One challenge was finding the time to incorporate literature in their lessons, reading a whole book or two would cover too many lessons. Teachers also noted that it could be difficult to find books that were appropriate for all of their students' reading levels. Additionally, teachers reported that they sometimes struggled to engage students who were reluctant readers. To address these challenges, teachers reported using a variety of strategies, including selecting books that were high interest, incorporating technology into their instruction, and using graphic organizers and other scaffolds to support student comprehension.

In conclusion, the teachers in this study reported positive experiences with literature in their classrooms and found book sets to be a valuable resource. However, they also identified challenges to using literature, and used a variety of strategies to address these challenges. These findings suggest that literature can be an effective tool for fostering language learning, critical thinking and reading comprehension and on top of that a love for reading in students,
but that teachers need to be intentional in their approach and willing to adapt their instruction to meet the needs of their students.
6. Conclusion

In conclusion, the study emphasizes the positive impact of literature on students' language learning, critical thinking skills, and reading comprehension. Teachers play an important role in reading and creating a shared experience through reading aloud. However, the availability of book sets and school limitations can affect the variety of literature offered to students.

Despite these challenges, the findings suggest that literature can be an effective tool in language education, but it requires teachers to be adaptable and intentional in their approach to serve the needs of their students. Also, teachers observed that students employ different reading strategies and have distinct preferences when it comes to literature. This diversity makes it difficult to serve the needs of every student. However, the teachers demonstrated a commitment to accommodating individual differences and providing extra support when required. They allowed students who struggled with reading to take their time, check unfamiliar words, and provided additional time for reading assignments.

However, it was shown that including literature in education was successful in encouraging students' active engagement and language creation. To encourage interaction with the readings, the teachers used a variety of tactics, patterns, and strategies, including conversations, writing assignments, and presentations which meant speaking and vocabulary comprehension. Nevertheless, they sought to promote critical literacy abilities and increase students' capacity for critical thinking, and opinion expression. With, students significantly enhanced their reading comprehension abilities by participating in such assignments to be able to perform better in several assignments given by the teachers.

The teachers emphasized the importance of early identification and support for students with reading difficulties to prevent fallback. On the other hand, prior knowledge and word recognition skills were found to positively influence learning comprehension. Therefore, teachers aimed to provide targeted support to students lacking prior experience with literature. They also encouraged reading at home and involved parents, noting that parental involvement had a significant impact on students' reading progress. Teachers also implemented strategies to enhance the learning experience. Some allowed students to watch movie adaptations of books, enabling them to see different perspectives and make connections between them. Reading aloud and listening to materials were also employed to expose learners to new vocabulary in context. The selection of books varied among the teachers, with some including
classics to benefit students' language development and others choosing books after themes to resonate with teenagers.

Finally, while the teachers reported positive experiences with literature in their classrooms, they also faced challenges. Finding sufficient time for literature-based instruction and identifying books suitable for students at different reading levels were noted as obstacles. However, teachers employed strategies such as selecting high-interest books, incorporating technology aid, and utilizing several techniques to overcome these challenges for both students and teachers. With all the above students and teachers will be able to perform better. Implications for future studies would require a larger group of teachers, from the same school as well as collecting data from several schools from the same municipality and other counties to get a better grasp of how teachers can find some common extras that work for most students to overcome the obstacles that has arose during this study and possibly find other obstacles.
7. References


OECD (2016) PISA for Development Brief – 2016/12 (December 8th) [How PISA-D measures reading literacy.pdf](https://www.oecd.org)


8. Appendices

8.1 Appendix 1. Consent form

LÄRANDE OCH SAMHÅLLE
INSTITUTION
Datum 2023-04-17

Samtycke till medverkan i studentprojekt

Deltagaren kommer att intervjuas i studien, och intervjuerna kommer att vara helt anonyma. Varken skola, namn eller annan privat information kommer att publiceras i vår studie. Intervjun spelas in med en diktafon och privat mobilteloneer används aldrig. All innehåll data lagras oåtkomligt för obehöriga på Malmö universitets server under arbetet med examensarbetet. De enda som kommer att ha åtkomst åt materialet är vi som genomför studien samt eventuellt vår handledare och examinator på Malmö universitet.

Vårt examensarbete utgår från Vetenskapsrådets forskningstetiska principer (God forskningsetik 2017).
- Medverkan baseras på samtycke och detta samtycke kan när som helst återkallas. Alla som tillfrågas har alltid rätt att tveka nej till att delta, eller (om de först tacka ja) rätt att avbryta sin medverkan när som helst, utan några negativa konsekvenser.
- Deltagarna kommer att avidentifieras i det färdiga arbetet.
- Materialet kommer enhart att användas för aktuell studie och kommer att förstöras när denna är examinerad.

Studentens underskrift och namn: 

[Underskrift]

Karez Matti Al-Rekaining

Studentens underskrift och namn: 

[Underskrift]

Lunnijé Kasumi

Ansvarig handledare på Malmö universitet: 

[Underskrift]

Björn Sundmark

Kursansvarig på Malmö universitet: 

[Underskrift]

Amna Wensby

Kontakttuppgifter Malmö universitet: www.mau.se 
Tel: 040-665 70 00 

Vid ytterligare frågor om arbetet tveka inte att kontakta oss.

Tack på förhand

Med vänliga hälsningar Lunnijé och Karez

Mail: kasumi_swe@hotmail.com - Telefon: 076-2449624
Mail: karezmatli@gmail.com - Telefon: 073897861
**Information om Malmö universitets behandling av personuppgifter**

<table>
<thead>
<tr>
<th>Personuppgiftsansvarig</th>
<th>Malmö universitet</th>
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<td>Ändamål med behandlingen</td>
<td>För att möjliggöra undervisnings- och examinationssituationer i skolmiljö för studenter vid Malmö universitets lärarutbildning.</td>
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<td>Rättslig grund för behandling</td>
<td>Ditt samtycke.</td>
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<td>Mottagare</td>
<td>Personuppgifterna kommer endast användas i utbildningssyfte inom ramen för lärarutbildningen vid Malmö universitet och kommer inte att spridas vidare till någon annan mottagare.</td>
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<td>Lagringstid</td>
<td>Malmö universitet kommer spara dina personuppgifter så länge de behövs för ovan angivet ändamål eller till dess att du återkallar ditt samtycke. Efter genomförd kurs/program kommer personuppgifterna att raderas. Malmö universitet kan dock i vissa fall bli skyldiga att arkivera och spara personuppgifter enligt Arkivlagen och Riksarkivets föreskrifter.</td>
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<tr>
<td>Dina rättigheter</td>
<td>Du har rätt att kontakta Malmö universitet för att 1) få information om vilka uppgifter Malmö universitet har om dig och 2) begära rättelse av dina uppgifter. Vidare, och under de förutsättningar som närmare anges i datakyddsstiftningen, har du rätt att 3) begära radering av dina uppgifter, 4) begära en överföring av dina uppgifter (dataportabilitet), eller 5) begära att Malmö universitet begränsar behandlingen av dina uppgifter. När Malmö universitet behandlar personuppgifter med stöd av ditt samtycke, har du rätt att när som helst återkalla ditt samtycke genom skriftligt meddelande till Malmö universitet. Du har rätt att inga klagomål om Malmö universitets behandling av dina personuppgifter genom att kontakta Datainspektitionen, Box 8114, 104 20 Stockholm.</td>
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Samtycke

Härmed samtycker jag till att medverka i ovan beskrivna studentprojekt, samt bekräftar att jag har tagit del av informationen om Malmö universitets behandling av personuppgifter, och Vetenskapsrådets forskningsetiska principer, som säger att

- medverkan baseras på samtycke och detta samtycke kan när som helst återkallas. Alla som tillfrågas har alltså rätt att tacka nej till att delta, eller (om de först tacker ja) rätt att avbryta sin medverkan när som helst, utan några negativa konsekvenser.
- deltagarna kommer att avidentifieras i det färdiga arbetet.
- materialet kommer enbart att användas för aktuell studie och kommer att förstöras när denna är examinerad.

Namn: ............................................................................................................

Namnförtydligande: ....................................................................................

Dagens datum: ..........................................................................................
Consent to participate in student projects

Hello! Our names are Lumnie Kasumi and Karez Al-Rudainy. We are studying the last year of the subject teacher program with first subject English at Malmö University and will graduate in June 2023. It is now time to write our degree project at the advanced level with the approval of Malmö University. In the degree project, we conduct a qualitative study on literature reading in the subject English. We are interested in what strategies and methods active teachers in primary school grades 7-9 use to read and integrate literature in teaching and why these are relevant for students and for assessment. The focus of this thesis is language learning and we intend to conduct a number of interviews to investigate this area.

The participant will be interviewed in the study, and the interviews will be completely anonymous. No school, name or other private information will be published in our study. The interview is recorded with a dictaphone and private cell phones are never used. All collected data is stored inaccessible to unauthorized persons on Malmö University's server during the work on the thesis. The only people who will have access to the material are those of us conducting the study and possibly our supervisor and examiner at Malmö University.

Our degree project is based on the Swedish Research Council's research ethics principles (Good Research Practice 2017). Participation is based on consent and this consent can be withdrawn at any time. Thus, everyone who is asked has the right to refuse to participate, or (if they first agree) the right to terminate their participation at any time, without any negative consequences.

- Participants will be de-identified in the final work.

- The material will only be used for the current study and will be destroyed once it has been examined.

Student's signature and name clarification

Student's signature and name clarification

Responsible supervisor at Malmö University:

Course coordinator at Malmö University:

Contact details Malmö University: www.mau.se
Tel: 040-665 70 00

If you have further questions about the work, please do not hesitate to contact us.

Thank you in advance

With kind regards Lumnie and Karez

Mail: kasumi_swe@hotmail.com - Telephone: 076-2449624
Email: karezmait@gmail.com - Phone: 0738997861

8.2 Appendix 2. Interview guide

Questions?
• How do different reading programs, such as book clubs or reading challenges, affect students' attitudes towards reading and their reading habits?
• What strategies can teachers use to select literature that is engaging and relevant to students' interests and experiences?
• What are the benefits of promoting literature within the classroom to encourage reading for pleasure among students? (To awaken a student's desire to read school related literature and to assess reading?)
• How can teachers assess the impact of promoting literature within the classroom to encourage reading on students' academic achievements?

Approach to using literature
• How do you approach incorporating literature into your English classes?
• What do you believe are the benefits of using literature in the classroom?
• How do you choose which books to use in your class?
• How do you assess the effectiveness of using literature in your teaching?

Kinds of literature used in class
• What kinds of literature do you use in your classes (novels, short stories, poems, etc.)?
• Do you have a class set of books, or do you encourage students to bring their own copies?
• How do you ensure that books are accessible to the whole class (e.g., through the school library or classroom sets)?

Teamwork in involving literature in the classroom
• How do you work with other teachers, head teachers, and librarians to involve literature in the classroom?
• Do you collaborate with other teachers to create interdisciplinary lessons using literature?
• How do you involve librarians in the process of selecting and acquiring books for the class?
• How do you involve students in the process of selecting and recommending books to their peers?

Pedagogy
• How do you integrate literature into your lesson plans and curriculum?
• How do you use literature to develop reading, writing, and critical thinking skills?
• What activities or assignments do you use to help students engage with the literature?
• How do you create a supportive environment for students to share their thoughts and opinions about the literature?

**Challenges and strategies**

• What are some of the challenges you have faced in using literature in the classroom?
• How do you address issues of diversity and representation in the books you choose?
• What strategies have you found most effective in using literature to engage students in learning English?
• How do you adapt your approach to using literature for students with different learning needs or abilities?
8.3 Appendix 3. Excerpts from interview:

Excerpt 1. (No translation, interview held in English).

Okay okay. So I will start to ask the the main questions that we have for this interview. What are some challenges that you have faced in during literatures? in the when you have literature in the classroom, what are some challenges?

I think the main challenge, but which they not end up being a problem, is that some students at the beginning what, I assign some books.

They may find it difficult, or they may think that it’s difficult to read the books because they haven’t done it before. Especially if it’s first year at gymnasium and they haven’t read the whole books in English before, which maybe it’s a norm that they don’t need to read texts in English, only individual articles and a few passages.

Then they may complain slightly to some extent that it’s gonna be difficult. They would like to have something easier, things that you can find with any assignment for students that whose self-confidence is not that strong I would say, but it’s not a big issue because at the end all of them read the book.

Unless somebody refuses you know for other reasons, which do not have to do with the skills but more with the approach towards learning. They read the book and then we have a book seminar. And sometimes you have a written assignment like a review or something else and they perform very well I would say in general as classes, both those that are called weak or strong classes, which I do not agree that much with the term but.

I think the students can cope at him national regardless of level, as long as they have been admitted to the course English 5. If that’s the case for them, then they can cope with it. The books are not that difficult. They’re appropriate for their level. Sometimes it’s a challenge for some of them, but that’s life. They have to do it.

Do you only use books or do you use short stories and poems?

I don’t know. I read novels, but they’re not very books, they’re novels or novels, but they’re not that difficult.

So I think it’s mostly books and those. The material included in course books which I don’t say that much, we don’t have enough time to cover both course books, literature, other articles, and other material that we have like films, videos and material in preparation for the national exams. We also have mid-term exams.

Excerpts 2.


Information och kunskap via läst text liksom och där kommer ja, litteraturen in så det är väl hit till men rätt litteratur? Det är det ju att skriftligt likaså sett att få skriva och så har de inte heller.

Och så måste något lika på alla grenar, men det här bör vara litteratur när man tester rätt bak som är mest uppskattat liksom och så att. Och då känner man inte heller på att man får så samtidigt att att de tycker det är ku. Läser något som såhhär relatera till.

OK men när det gäller elever och det har sett att se på litteratur vad vad finns det för utmaningar som du stött på när det gäller att introducera eller undervisningen i litteratur?

Klassrummet.

Excerpt 2 translation

In teaching no exactly I think it is absolutely necessary to use literature in teaching. I think that is very important.

And it is probably mainly because the students need their reading comprehension in all subjects and in life in general that is to be able to become. It’s not just like in one’s own subject, but this entire mission of raising democratic citizens. And you know, these likes that teachers also have to do to be able to participate in the social debate, to be able to absorb written information, they have to be good at absorbing.

In the classroom and in the test text books and in the literature in itself this is a very important. But this is not absolutely required.

The way thus compared to perhaps according to what my experience.

That way it is usually more appreciated than say factual texts and also like that kind of texts.

Då måste sålunda öva på alla grenens men det bör vara litteratur när man tester rätt bak som är mest uppskattat liksom och så att. Och då känner man inte heller på att man får så samtidigt att att de tycker det är ku. Läser något som såhhär relatera till.

So but in terms of students and it’s been looking at literature, what, what are the challenges that you encountered in terms of introducing or the teaching of?
In a dream world, we go to the library. The children get to choose a book that captures their interest. That's what I wish for. But at many schools, even this one, we have certain sets of held. We have a set of which books is it? The books that are like these old school sets, a book that's been flipped through 100 times.

And it is usually the ones that are a little standardized that we work with. We have also worked with Billy Elliot so little, so it is a bit of a standard we are starting from. But I often notice that yes, then you have to think a little so that the purpose then the warm-up and the reader becomes interesting and rewarding.

Here then and which grade level are reading that book and quite so the different grade levels.

Have started reading A Christmas Carol this one with Christmas Magic and the season varies a little for Billy Elliot, so it's a little bit that we should include an LGBT perspective on the teaching where we show non-traditional stereotypes of images of men and in that so you've supposed to read a film like Billy Elliot and what we're asking you to do, but do you understand why he was to dance and why? It's a bit of a tab on his family, where you have a father who is very conservative, so you kind of have to take in information and process it there.

So then how? How do you integrate the literature so that it sort of?

Agree agree.

And.

Generally speaking, the best update we did was when it was requested as well as a more non-stereotypical view of gender roles. It was the latest then we put in Billy Elliot to kind of read and listen to something other than a beefy guy with a sword in a forest or some superhero doing one thing and instead kind of focus on what is maybe not so traditional.

That's probably the last change we made.

But if the not out cycling now I hope not, so is their ability to tackle literature, to analyze, argue and report and discuss and search for information.

You can get that in based on the topic you give the students to associate to text.

Then it's important that the text itself is challenging, but when it comes to being adapted to what the syllabus demands, it's like that. Then, I think the questions carry the absolute greatest weight. That's why we focus. A thematic questions, like here we will seek information here would argue and sometimes both.