

# “They are Classics for a Reason”

*A study of teacher and student attitudes towards classics and contemporary literature in the Swedish EFL classroom*



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## **Abstract**

This study has sought to propose didactical approaches to find a balance between the teaching of classic and contemporary literature in the Swedish EFL classroom by exploring and comparing the attitudes of Swedish upper secondary school teachers and students towards both forms of literature. The study was conducted through two quantitative questionnaires, one researching the attitudes of 44 EFL students, and the other the attitudes of 31 EFL teachers. The items of the questionnaires were mainly quantitative with subsequent qualitative follow-up questions seeking to illuminate the reasonings behind these attitudes. The results of the present study were then compiled and presented through graphs and the qualitative answers were analysed with content analysis.

The present study found that students and teachers had quite different attitudes towards classical literature, with most teachers having positive attitudes whilst the attitudes of the students were less positive. Both parties seemed to have positive attitudes towards contemporary literature. The results also showed that a majority of teachers and students could see the values in using both classic and contemporary literature, although some students held that the classics were of little relevance to their culture and history. These findings indicate that teachers could benefit from showing students why these different forms of literature are valuable to a modern society, and that it is possible to do so by drawing on universal themes found in the literature, or by combining contemporary literature with the classics. The paper concludes that there is room for both forms of literature, but that teachers should focus on the type of literature that works best for the requirements of the course at hand, whilst also taking their own literary knowledge and student proficiencies into account.

**Keywords:** EFL, Teacher attitudes, Learner attitudes, the classics, contemporary literature

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# 1. Introduction

A language learner is likely to encounter literature on their path to mastering the language, both as a means to acquire new language and as an object of study. Swedish EFL learners in upper secondary school, who are central to the subject of this study, are required by the course content to interact with literature. Thus, Swedish EFL teachers, and teachers of English in general, are faced with the question of what literature to teach their students. The answer to this question has, more often than not, been to use *the classics*, a set of literary works of enduring significance that are often regarded as especially well-written (Pearson, 2017). This literary category has a central role in the present study, wherefore it will be further defined in the background section. The classics often belong to a *literary canon*, detailing which culturally prominent works and authors should be upheld as representative of the culture at hand. However, since the 1980s the idea of national canons and the content of these lists, featuring classic works of historically important writers, have been questioned. Opponents of the canon either argue that its works are not relevant in the current society, or that they are only representative of some of its inhabitants (see for example Schneidau, 1995; Robinson, 1983 and Brink, 2006, pp. 26-30).

Skolverket (the Swedish National Agency for Education) lists reading literature as a central part of the curriculum of English. The syllabi for English 6 and 7, both of which the present study has a focus on, state that students should encounter “contemporary and older literature” as core content in their respective syllabi (Skolverket, 2021). This rather ambiguous requirement leaves a lot for interpretation in regard to how much time should be spent on either literary category. Thus, teachers have to make an active choice of how much contemporary and older literature they wish to incorporate into their English teaching, whilst still being obligated to include both

forms of literature to some extent. It is in the wake of this ambiguity that the present study finds its purpose.

An approach to find answers for the didactical problem of how much time should be devoted to either form of literature, and how to improve literary teaching in general, is to explore current attitudes amongst the involved parties: namely, teachers and students of English 6 and 7. Several scholars have proposed that a significant benefit from contrasting teacher and student attitudes towards elements in teaching is that conflicting beliefs, which otherwise might deter students from language learning, can be illuminated and addressed (see for example Brown, 2006 and Kern, 1995). Examining teacher beliefs has been found to be especially interesting in didactical EFL research as these attitudes often govern their teaching practises and aptitude to change those practises (Anderson, 2020. p. 10). Likewise, the study of student beliefs is an important part of improving student EFL learning (Anderson, 2020). Students who are interested in the literature they read in the English classroom have, for instance, been found to be more motivated in class and more successful in their language learning (Ahmed, 2015). By contrasting these attitudes I will thereby be able to discern eventual conflicting ideals, and propose how to minimise them.

There is an abundance of studies researching student and teacher attitudes, motivation and opinions of various topics. Likewise, the field of literary didactics boasts many studies researching contemporary and classic literature, yet few appear to address both of these aspects in conjunction. The present study offers a combination of these fields by looking at teacher and student attitudes towards contemporary and classic literature. In doing so I hope to establish a broader perspective, enabling me to take both student and teacher attitudes into account. Thereby I hope to uncover how these attitudes differ and to what extent they align by contrasting teachers' views with those of the students. This has allowed me to discuss potential solutions to the differences and to stress what the two parties agree on. The aim of this study is therefore

to propose didactical approaches to balance between classic and contemporary literature in the EFL classroom based on attitudes from participating teachers and students towards both forms of literature, respectively. In reality one should, of course, take other factors into account, such as the availability of books at the school at hand, eventual cooperation with other school subjects, current recommendations from language researchers et cetera, but for the purposes of this essay mainly the aforementioned attitudes will be taken into account.

In order to explore these topics I have formulated the following research questions:

1. What are the participating Swedish EFL students' attitudes towards reading contemporary literature as opposed to the classics in the classroom?
2. What are the participating EFL teachers' attitudes towards contemporary fiction and the classics in their teaching?
3. How do participating student and teacher attitudes differ and what similarities are there between them?

## 2. Background

This chapter offers an overview of the canon debate as well as how the present study relates to the current Swedish curriculum and syllabi for upper secondary school. The chapter also offers insight into previous studies that incorporate choice of literature, teacher and student attitudes towards elements of teaching and approaches to teaching classic literature.

### 2.1 The Classics and the Canon Wars

Classic literature, often referred to as simply ‘classics’, is a central concept in this study and will therefore need to be clearly defined. Pearson’s (2017) *Dictionary of Contemporary English* defines the term ‘classic’ as “a book, ... that is important and has been admired for a long time” (p. 310). Similarly Merriam-Webster defines ‘classic’ as “a work of enduring excellence”. When taking these definitions into account, classics can thus be seen as works of literature that are revered and have stood the test of time, a definition I will use for the purposes of this study. The most commonly used distinction for contemporary literature by literary scholars is works of literature that have been written post the Second World War, a definition which will be utilised in the present study, too (Maguire, 2020, p. 495).

#### 2.1.1 The Canon Wars

In 1994, literary critic Harold Bloom published his book *The Western Canon*, in which he listed authors and literary works which he perceived as culturally important and representative of Western civilisation (Bloom, 1994). This is by no means the first iteration of a literary canon. National canons have, for instance, been a concept well before the 90s. Bloom’s canon was, however, the starting point for the debate often referred to as the *Canon Wars*, a debate between literary critics and scholars on the topic of whether or not literary canons were worth



establishing and if the endorsement of canonical literature diminished other works of literature discussing modern problems and ideas (Kolbas, 2001, p. 25). Bloom himself notes that the virtues and ideologies found in many of the classics included in his canon are hardly the same as contemporary values of a democratic society; among others he provides the examples of the *Illiad*'s glorification of military conquest and the permeating anti-semitism found in the works of Dostoevsky (p.29). Nevertheless, he argues that the literary works found in his canon should be taught and praised for their aesthetic and philosophical brilliance and that the fact that they might have little to do with contemporary times is insignificant. Bloom holds that "to read in the service of any ideology is not ... to read at all" (p.29). The idea that the literary canon is superior to contemporary works of literature has since been challenged by other literary scholars who hold that the literary canon omits works from otherwise prominent and relevant authors from non-western cultures (Brink, 2006, pp. 26-30).

### **2.1.2 The Canon From a Swedish Perspective**

The idea of establishing a literary canon and the prospect of using it in teaching specifically has been thoroughly debated in Sweden, too, since the early 2000s, when Wikström of the Swedish liberal party Liberalerna (then called Folkpartiet) proposed the establishment of such a canon (Degerman, 2012, p. 139). Due to this, there is a plethora of literature and studies exploring the implications of implementing such a canon in language teaching (see for example Brink & Nilsson, 2006). Although my study does not specifically research attitudes towards canon literature in English teaching, canon literature such as the works listed in Bloom's (1994) *The Western Canon* have often been equated with the classic literature that the present study seeks to explore. Studies on the topic of the canon within the context of EFL teaching are therefore relevant to my research.

## 2.2 The Curriculum and Syllabi

As has already been explained in the introduction, the syllabi, as of 2021, for English 6 and 7 accommodate, and invite, the usage of both classics and contemporary literature (Skolverket, 2021). It is, nonetheless, relevant to expand on what else the syllabi say about what content students should encounter in their EFL learning; the same can be said about the curriculum at large.

As of writing this essay the current curriculum for Swedish upper secondary schools, Lgy11, stresses the importance of nurturing equality and solidarity through “Christian tradition and Western humanism” (Skolverket, 2011, p. 4). One literary scholar has interpreted this clause as an indication of Sweden trying to conform to Western ideals, which, in turn, gives way for canonised literature in the classroom (Thyberg, 2012, p. 78). It could, on the other hand, be argued that the current Swedish syllabi for English for upper secondary school invite the usage of literature from, not solely, the Western World with the following requirement: “Students should be given the opportunity to develop knowledge of [...] social issues and cultural features in different [...] parts of the world where English is used” (Skolverket, 2021, “Aim of the Subject” section, para. 2). The inclusion of parts of the world other than the Western, in combination with the fostering of understanding for social issues, motivates the usage of contemporary and non-canonical works of literature as well. Thus, the application of both forms of literature in teaching can be argued for when taking the curriculum and the syllabi into consideration.

The syllabus for English 5 does not require the same usage of both older and contemporary literature, instead it simply states that students should encounter “literature and other fiction” (Skolverket 2021). Due to this difference, English 5 does not offer the same problematisation to be made as I have formulated for English 6 and 7. Therefore I have simply chosen not to

include students of English 5 in this study. This does not, however, mean that the choice of literature for English 5 is irrelevant.

Aside from English 7 requiring more advanced usage of English in general, some less obvious differences between English 6 and 7 are relevant to bring to attention. Firstly, English 6 has a specific focus on literary periods and their inherent ideas, authors et cetera (Skolverket, 2021 “Engelska 6, Kommunikationens innehåll” section, para. 3). This does not entirely constrict the teacher to the classics; the requirement of using both contemporary and classic literature still applies, but a certain bias towards using the classics would not be unprecedented. English 7, which is an optional course for most programmes, instead requires that the student should understand and be able to use formal English (Skolverket, 2021, “Engelska 7, Kunskapskrav” section, para. 3). This does not exclude the classics nor contemporary literature, albeit that the classics might contain more appropriately challenging language.

## **2.3 Previous Research**

As has previously been stated in the introduction, most research on attitudes in the context of language learning is focused on either teacher or student attitudes. The present study, on the other hand, explores both student and teacher attitudes configuration with the aim to offer insight into how these attitudes contrast and compare, which therefore fills a research gap. There are, nonetheless, previous studies that share one or several of these comparative elements with the present study, some of which I will present in this chapter.

### **2.3.1 EFL Student and Teacher Attitudes**

For the purposes of this study, I will use the term ‘attitudes’ as a phrase to describe personal interpretations and feelings that govern how a person acts in relation to the subject at hand. Other terms that, according to Brown (2006), are often found in research on teachers and

students, such as 'perception' and 'belief', will be used interchangeably, albeit mostly in correlation to previous research (p.18).

Studies investigating EFL student and teacher attitudes towards literature are valuable points of comparison for this study, as they give indications of what qualities each respective party values, and dislikes, in literature. One such study by Bloemert et al. (2019), focusing on EFL student attitudes specifically, found that students predominantly saw English literature as a means to improve their language proficiency but that some students also valued literature as a way to indulge in culture and history, to explore different genres or to simply entertain themselves. Hence, Bloemert et al. concluded that literature for EFL teaching can benefit from engaging students in multiple ways. This study is of interest to the field of literary didactics, as it indicates that students can value literature for a multitude of reasons. This could, for instance, suggest that some students might see the didactical value of reading classic literature, whilst they do not necessarily enjoy reading it.

A similar study that researched teacher attitudes was conducted by Calafato and Paran (2019) where they studied Russian EFL teachers' attitudes towards using literature and whether or not these attitudes had any correlation to their age. Their findings indicated that younger teachers were less prone to use literature due to their own unfamiliarity with reading. Older teachers, on the other hand, have been found to be less inclined to change their approaches in the classroom, since the beliefs that guide them have long since been cemented from years of teaching literature (Brown, 2006, p. 21). Based on these observations it would appear that teachers' own experiences with literature may shape their attitudes towards using literature in class, which strengthens the claim made in the introduction to this essay that teacher attitudes towards literature may govern how and what they teach (Calafato & Paran, 2019).

A noteworthy study in the field of researching attitudes is Alan Brown's (2006) dissertation *Students' and Teachers' Perceptions of Effective Teaching in the Foreign Language Classroom*. This study is especially relevant to my own study, since it explored both student and teacher beliefs of effective teaching by contrasting them to one another. Brown's findings suggest that teachers' and students' attitudes towards teaching practises may vary immensely in areas such as grammar teaching and oral language teaching (p.15). Based on these conclusions, Brown argued that further, niched, studies are necessary in order to assess the correlation between student and teacher beliefs in specific teaching contexts. Therefore the present study serves as a first step in researching attitudes towards contemporary and classic literature specifically.

### **2.3.2 What Students Like to Read**

The idea that student efforts in their EFL studies can be thwarted or bolstered by literature depending on their attitude towards it, which was previously mentioned in the introduction, begs the question of what types of literature studies suggest that students seem to favour.

Previous studies have revealed that EFL student attitudes are multifaceted in regard to what literature they like to read and in which contexts. In a study from 2011, students were found to enjoy reading a great variety of genres in their freetime. Although contemporary fiction stood out as the most common answer, many students were found to enjoy classics too (Gilbert and Fister, 2011, p. 479). The study thereby challenged the common conception that students have negative attitudes towards classics in general, and instead found that some students, in fact, preferred to read the classics, but only at their own leisure (Gilbert & Fister, 2011, p. 479). A study by Gay Ivey and Karen Broaddus (2001) revealed a similar versatility in student preferences whilst also bringing to attention the discord between teacher expectations that students should "become independent readers" and the fact that students seldom get the chance

to “explore their own interests in reading” (p. 350). Gilbert and Fister concluded that the literature in the classroom often competes with the students’ leisure reading.

### **2.3.3 Research on the Classics and Contemporary Literature in Teaching**

A thorough literature review has yielded few studies researching classics in general, in conjunction with attitudes. In order to present research on the classics I have therefore resorted to exploring research on the didactical uses of one classic writer, namely Shakespeare, whose works have been studied meticulously throughout the ages, a number of which being on the topic of didactical implications and student attitudes. This subsection also offers insight into research on contemporary literature in teaching.

The findings of studies researching the didactical implications of teaching Shakespeare in the English classroom are quite polarised. Some studies suggest that Shakespeare’s works already are relevant to students; other studies argue that they can be made relevant, although they hardly can be seen as directly related to modern problems, nor inclusive for all students, some of which may have different ethnicities. In an argumentative paper on the topic of teaching Shakespeare, Purewal (2017) states that “Shakespeare’s works are universal,” and instead blames the claims of Shakespeare’s works being redundant on obsolete teaching methods (p.26). Instead, Purewal proposes that teachers must engage students, for instance by acting out specific parts of the play which can then be analysed. The sentiment that Shakespeare’s classics should be taught in a manner that makes them relatable to students is shared by PhD researcher Brian Lighthill who, in an article from 2018, points to a study conducted by the Royal Shakespeare Company (RSC) which found that only 20% of participating students saw the plays as relevant to themselves or their surroundings (p.37). It appears, then, that the gains from studying Shakespeare in the classroom runs the risk of being diminished due to students having difficulties relating to the content.

Based on their findings in a study from 2013, Balinska-Ourdeva, Johnston, Mangat et al. suggest that a possible key to making Shakespeare relevant to today's youths is the teacher's guidance. They conclude that the teacher has an invaluable role of mentoring the students towards "meaningful personal connections as they guide them through the process of critical evaluation" (p. 344). This idea is echoed in several other studies that have explored the prospect of making the classics more accessible for students. One such study explored the possibility of introducing classical literature in compulsory school through the means of teaching three modern literary works that each parodies a famous classic alongside the classics themselves (Bjarkadóttir, 2009, p. 1). Whilst Bjarkadóttir (2009) did succeed in creating engaging lesson plans that conjoin contemporary and classic literature, other studies have attempted to teach the classics by themselves. The previously mentioned study by Lighthill (2018) includes several lesson plans that were found to engage students, who were between the ages of 11 to 14. Although parts of these lessons consisted of pedagogical measures that might not be as effective in an upper secondary school setting, Lighthill concluded that the plays were rife with content that offered parallels to societal problems today, which is highly relevant for upper secondary teaching. As an example of these parallels Lighthill connects the feud between Romeo and Juliet's rivalling families with the gang fights that occur in modern society (p. 46). Unlike canon purists such as Bloom, who held that there was no need to make the classics relevant to modern societal problems, these studies thus suggest that the teaching of classical literature could benefit from pedagogical approaches that make the content more relatable to them (Bloom, 1994, p. 29).

Research on the didactical implications of contemporary and classic literature seem to underline the factor of choice as an important benefactor. One study reported that students that got to choose what literature to read were oftentimes more interested and motivated during the lessons at hand (Ivey & Broaddus, 2001, p. 354). Indeed, curricula that restrict and specify literary

content for the classroom has been reported to induce “a motivational crisis” among students as well as teachers (Cope & Kalantzis, 2000, p. 127).



## **3. Methodology**

A significant portion of the studies mentioned in the previous chapter were conducted using quantitative methods and through the use of questionnaires. With this project, however, I did not only intend to gather generalisable data. The study also delved deeper into the attitudes of the respondents by incorporating a qualitative element. The result consisted of two questionnaires incorporating both qualitative and quantitative items. This chapter offers insight into the development of these questionnaires and the subsequent methods of analysis of their results. I also discuss ethical considerations, the study's credibility and potential methodological flaws.

### **3.1 Sampling Process and Participants**

Due to a short timeframe to construct and carry out my research I opted to use 'convenience sampling' to find a sufficient number of participants for the study. This form of sampling prioritises the convenience of the researcher, which entails that the participants are chosen on the basis of accessibility, often at the expense of a truly randomised sample (Dörnyei, 2010, p. 61). This is, however, a less significant issue for the present study, as its comparatively small sample size of 31 teachers and 44 students already makes prospects for true representability an impossibility, for the surveys can hardly be seen as representative of all Swedish EFL teachers and students. This is, nevertheless, to be expected from smaller language studies. Indeed, Dörnyei notes that exact representativeness is "simply not feasible" in many cases (p.60). Therefore, the participating students in the present study were recruited from classes of teachers with whom I have been in contact with before, either by having been their student or through my teacher training. Although several teachers from three different schools in the city of Lund

were invited to participate, only teachers from one school agreed to do so. Therefore the three participating classes in the present study were all from the same upper secondary school.

The participating teachers were, on the other hand, recruited through various methods. Some were drafted from my previously mentioned teacher contacts' respective teaching staff. A complementary number of teachers were recruited from the following Facebook groups for Swedish EFL teachers: *Gymnasielärare i engelska och/eller svenska*, *Engelska för gymnasielärare*, *Lärare i svenska och/eller engelska (högstadiet + gymnasiet)*, *Nätverk för nya lärare* and *Lärarnas kunskapsbank*.

### **3.2 The Study**

Qualitative approaches to researching attitudes are not wholly unrepresented in attitudinal research, as showcased in Anderson's (2020) previously mentioned study of Indian English teachers' beliefs. In fact, Anderson suggests that open-ended questions may be preferable when researching beliefs, on the grounds that closed questions constrain the participant's ability to express their own perception too much (p. 11). Similarly Pajaran (1989) proposes that qualitative methods are a pathway to deeper insights into student beliefs (p.327). Zoltán Dörnyei (2010), on the other hand, criticises using qualitative questions too liberally in his questionnaire guide *Questionnaires in Second Language Research*. He states that researchers who solely rely on long open-ended questions run the risk of overburdening their participants, resulting in fewer completed questionnaires (p.10). Based on this statement it seemed likely that the questionnaire for students would have a low return-rate.

A solution to this problem which was employed in the present study was to hand out a group-administered questionnaire, where participants were asked to fill out their respective questionnaires at the same place and time. Doing so enabled the clarification of aspects about

the questionnaire that the participating students did not understand, whilst simultaneously giving them an incentive to participate (Brown, 2001, p. 7). This technique was only deployed when administering the student questionnaire, with the motivation that teachers would have less problems with making sense of, and answering, the questions. Additionally both of the questionnaires had an introductory section (see Appendix 1 and 2), that served to explain the purpose of the study, as well as define the terms ‘contemporary’ and ‘classic’ literature so that the answers would correspond to the definitions used in the present study.

### **3.3 The Likert Scale**

An additional approach to combat the previously mentioned, inherent dangers of too many open-ended questions was to preface these questions with similar *closed questions* and *rating scales*. ‘Closed questions’ refers to questions that restrict the participant’s answer to a few preformulated options (Oppenheim, 2011, p. 112). ‘Rating scales’, or more specifically the *Likert scale* which was predominantly used in the present paper, let the participants rate the extent to which they agree or disagree with a statement by positioning themselves on a scale, often ranging from ‘fully agree’ to ‘fully disagree’ (Oppenheim, 2011, p. 195). The scale most commonly consists of five to six possible responses that are then translated into numbers where 1= ‘fully agree’ and 5 or 6= ‘fully disagree’, depending on if the researcher wants the participants to be able to position themselves in the middle or not. A danger in using an odd number of options is that respondents may opt to not take a stance by predominantly positioning themselves in the middle (Dörnyei 2010, p. 28). For the purpose of the present study, I therefore created a scale ranging between 1 and 6, thereby effectively forcing the participant to take a side in the question at hand.

These quantitative items allowed for subsequent qualitative items posing the question of why they chose to answer as they did. An added benefit of this configuration was that the

participants' attitudes were easier to compare, as the answers from open-ended questions do not always make for good comparisons as the answers may vary between participants (Oppenheim, 1996, p. 114). Therefore, the closed questions serve as a way to anchor the open-ended questions to comparable data, whilst also priming the participants to "the same universe of content" as they answer the open-ended questions (Oppenheim, 1996, p. 114). This interaction between quantitative and qualitative elements, along with the promise of quantifiable data is why I decided on conducting a questionnaire study.

It is, nonetheless, possible to organise and compare open-ended questions, too. In order to do so the results were coded and compiled into categories with similar attitudes and analysed using qualitative content analysis, a process wherein the categories are compared to one another. This categorisation method entails that the categories were constructed after the answers had been collected, which is common practice when using open-ended questions because the content analysis is structured by extracting core-concepts from the answers found in the open-ended questions (Dörnyei, 2010, p. 99).

### **3.4 Pilot Study**

Before administering the questionnaires, the quality of their contents was assessed by conducting a pilot study. This was done through the suggested pilot steps found in *Questionnaires in Second Language Research* by Dörnyei and Taguchi (2009). The guide suggests having 2-3 pre-service teachers complete the questionnaire and critique its content on the basis of relevancy, comprehensibility and general improvement suggestions (p. 56). Therefore, the pilot study was administered to two fellow pre-service teachers. Aside from minor grammatical corrections the main revelation that sprung from this pilot study was the decision to incorporate the Likert scale, whose function is described above, into the study.

### 3.5 Methods Discussion

This subsection will expand on the validity and reliability of the above presented methods, as well as some of the ethical considerations that have not yet been discussed in detail in this chapter. It has already been stressed that the scope of the present study is limited; the study's 75 participants are not representative of all Swedish EFL teachers and learners. This is especially true since the participating students that agreed to participate happened to come from the same upper secondary school, albeit from three different classes. Therefore the external validity of the study is negligible in the sense that the attitudes of the participants will only ever truly apply to the participants themselves. Nevertheless, the conclusions regarding didactical approaches that I have derived from these answers could serve as good advice for Swedish EFL teachers, as well as pave the way for future research. The internal validity should, on the other hand, be consistent due to methodological measures previously elaborated on in this chapter. Common concerns, such as that the participants might misinterpret words or instructions, or that they refrain from answering truthfully have been mitigated by my presence throughout the data-gathering process and the usage of Likert-scales with an even number of possible answers.

The items in the questionnaires of the present study were carefully constructed in order to not damage the reliability of the results. The items containing statements are, for example, void of any *negative constructions*, which entails that they do not contain negating phrases such as "don't". Such statements run the risk of reducing reliability since they might make the statements seem biased (Dörnyei, 2010, p. 42).

Another factor which has been addressed during the development of the questionnaires is that of the inherent ethical considerations of surveys. Considering that the present paper would gather data from teachers and, especially, students I chose to ask for as little personal information as possible. Therefore the questionnaires only asked about which course the

students were currently taking, and which relevant courses the teachers taught, respectively. Instead of using real names to organise the answers the respondents were issued a number during the compilation of the gathered data. Additionally, in order to ensure confidentiality, the questionnaires have been destroyed as of the publishing of the present study, which was also stated in the questionnaires themselves.

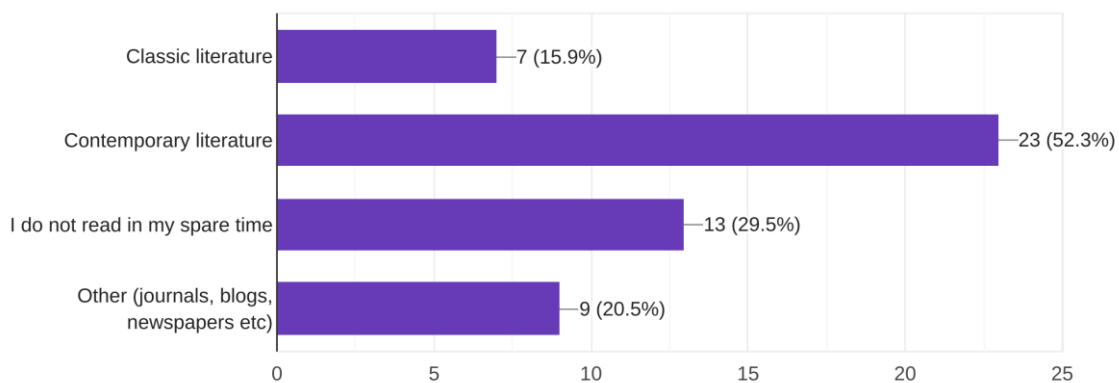
# 4.Results

In the results chapter, the outcome of the questionnaires will be presented. The results have been divided into two subsections: one presenting student attitudes (4.1) and one presenting teacher attitudes (4.2). The chapter illustrates the results of the quantitative questions through graphs, followed by a presentation of popular answers to the open-ended questions. Worth noting is that the percentages shown in the results have been rounded up/down, since the small sample size of the present study renders decimals insignificant.

## 4.1 Student Attitudes

**Table 1. What the Participating Students Read in Their Spare Time**

1. In my spare time I mostly read...  
44 responses



The first question in the student questionnaire was a multiple-choice question investigating what students read in their spare time. Because of the possibility that participants might read both classics and contemporary literature, the item allowed for multiple options to be marked. As Table 1. indicates, 52% of respondents reported that they read contemporary literature in their spare time whilst 16% reported that they read classics, 30% held that they did not read in

their spare time at all. The 21% of participants who responded that they read some other form of text were also asked to specify their choice. Out of the nine respondents who picked ‘Other’, seven stated that they read some form of newspaper. The other given specifications were: *patch notes, blogs (2), social media and reddit posts*.

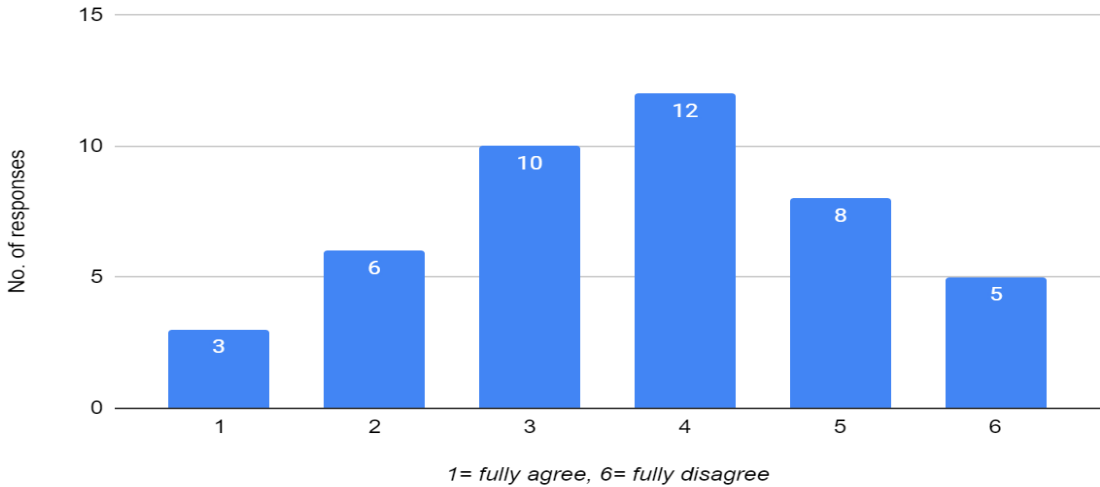
**Table 2. Example of a Book that the Respondents Have Enjoyed Reading**





**Table 3. Attitudes Towards the Classics**

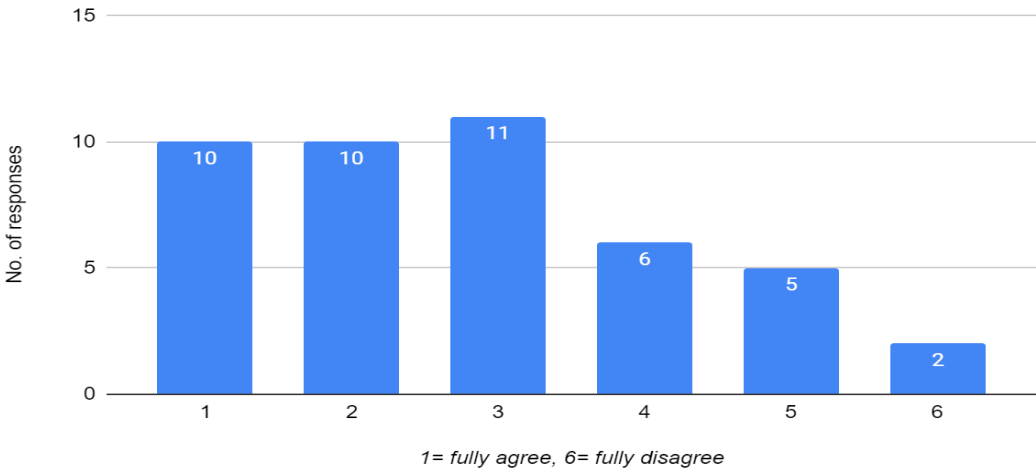
4. I enjoy reading the classics in English class



On the topic of whether or not the participants enjoyed reading the classics in class, 57% of participants indicated that they had at least some aversion to reading classics. It should, nonetheless, be noted that half of the respondents positioned themselves in the middle-two columns, indicating that these attitudes do not weigh strongly to either side. The explorative follow-up question revealed that 14 respondents found the language or stories of many classics too difficult to comprehend and that an additional 13 responses stressed that they found classics generally uninteresting, with long phrases, boring plots and slow-moving narratives being among the explanations. Another prominent reason for not enjoying the classics was that some participants simply did not enjoy reading in general. Out of the 43% who answered 3 or lower, eight stated that they found the historical aspects of the classics to be especially enjoyable whilst 10 held that they regarded the classics as well-written.

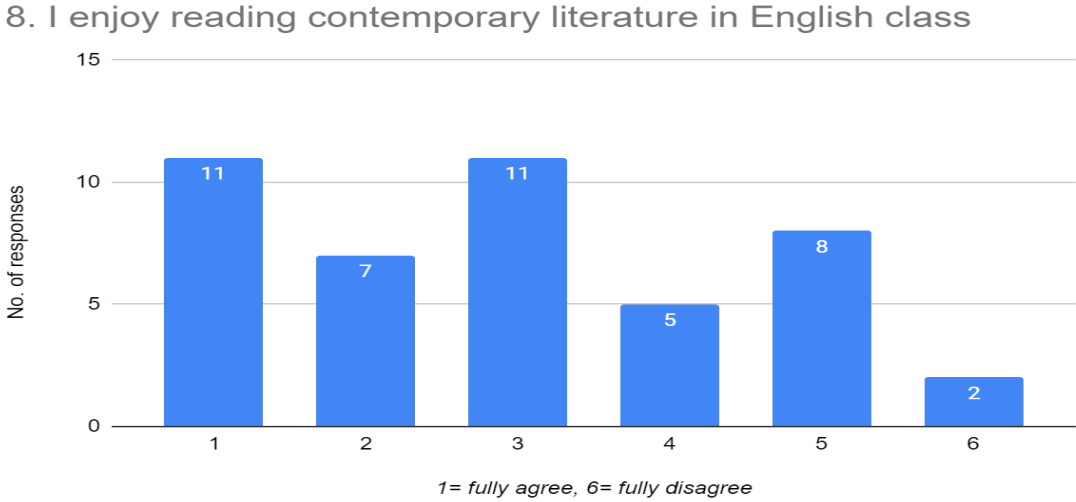
**Table 4. The Values in Using the Classics**

6. I can see the value in reading the classics in English class



The sixth item explored if the participants could see any value in using the classics in the classroom. Unlike the previous question, however, a majority of students, 70%, positioned themselves on the agreeing side, as shown in Table 4 above, indicating that they indeed could see the value in reading the classics. When asked in the qualitative follow-up question what these perceived values were, however, the answers differed. The most common value, which was present in 11 out of the 44 answers, was the idea that the classics had ties to, or conveyed historical ideals, societies, culture, mannerisms et cetera. A similar idea was that the classics could serve as a way of understanding contemporary literature and its roots; this sentiment was found in five different answers. ‘Culture’ was another recurring aspect; it was mentioned in six student responses. The students who could not see any value in using the classics gave quite different answers as to why; three stated that the classics were not relatable to or representative of a modern audience, another two that the fact that classics were mandatory made them less appealing and two held that they were not a good way of teaching English.

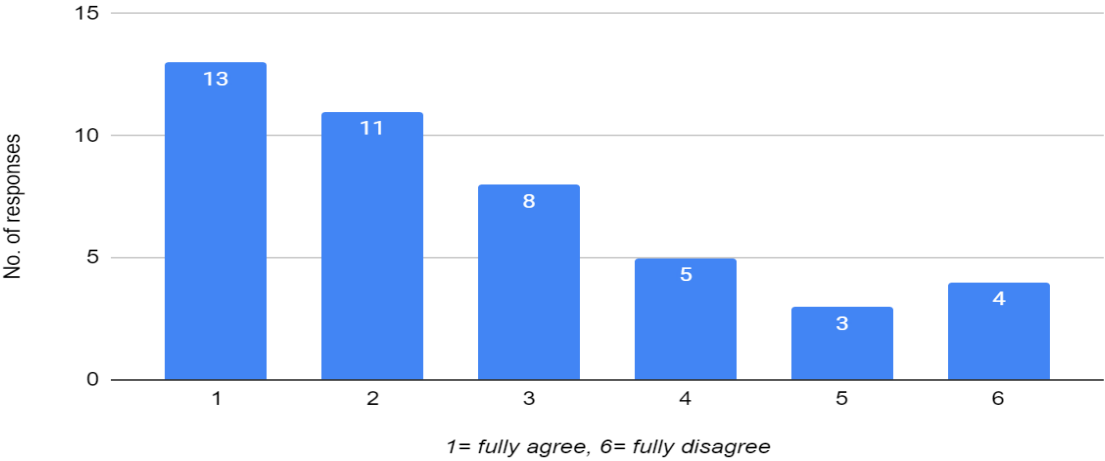
**Table 5. Attitudes Towards Contemporary Literature**



Roughly two thirds of the participating students had favourable attitudes towards contemporary literature in teaching, with 25% strongly agreeing with the statement. In the explorative follow-up question about a fourth of the responses mentioned that contemporary literature feels more relevant to them. The second most commonly stated benefit of reading contemporary literature, being mentioned in nine of the answers, was that some simply found the narratives and stories more interesting than those found in the classics. Some participants regarded contemporary literature as more easily comprehensible, a sentiment that was shared among eight respondents. The most prominent reason given by those less in favour of contemporary literature in the classroom, with six responses mentioning it, was the idea of the reading being obligatory. Other, less frequent, attitudes focused on the new perspectives brought up in contemporary literature, the multitude of genres and that contemporary literature was generally more applicable for language learning.

**Table 6. The Values in Using Contemporary Literature**

10. I can see the values in reading contemporary literature in English class

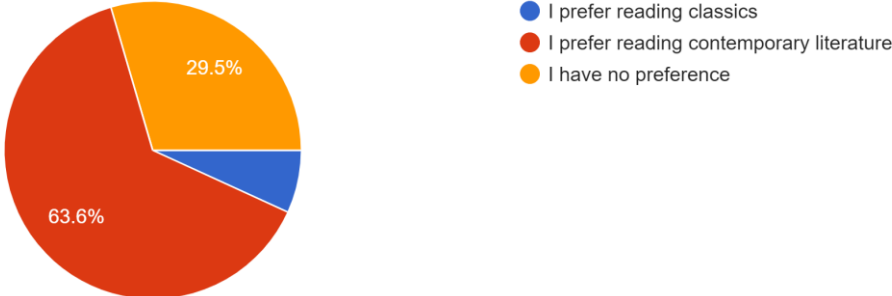


As

the table above shows, 72% of the participating students chose values between one and three, indicating that they indeed could see values in reading contemporary literature in English class with 13 students fully agreeing with the statement. The subsequent open-ended question revealed that 17 students saw contemporary literature as a good instrument for one or several aspects of language learning. Eight of the responses mentioned grammar and language development, five held that it was a good source for learning vocabulary and five responses stating the importance of reading in and of itself. A third of the responses pondered the aesthetic or ideological aspects of contemporary literature. Six respondents indicated that they found contemporary literature more interesting than the classics, whilst five respondents mentioned that contemporary literature could be used to discuss or illuminate current events or ideas. Similarly two answers stressed that contemporary literature felt more relevant to them. Some other aspects that were mentioned twice or more were: the notion of current contemporary literature being valuable to be knowledgeable in, the cultural value of modern literature and that contemporary literature felt more relevant.

### Table 7. Literary Preferences in the Classroom

12. Do you prefer reading classics or contemporary literature in the English classroom?  
 44 responses

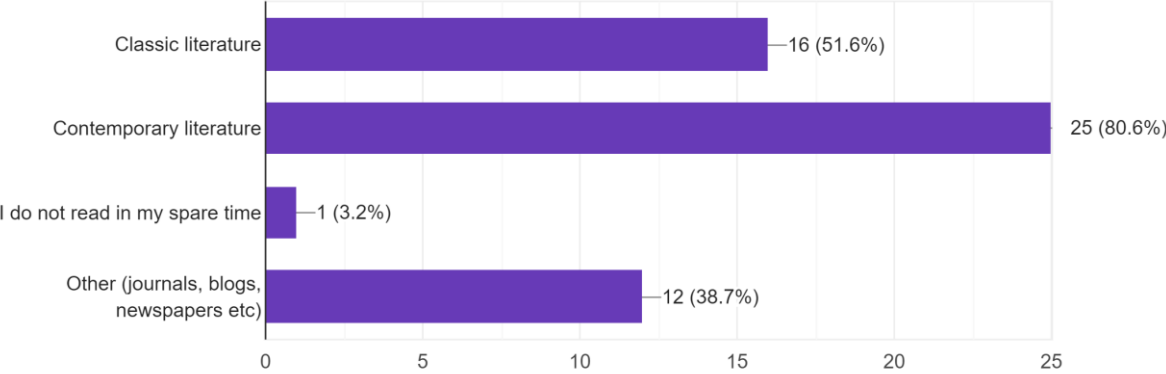


The last item investigated if students had any preference towards either contemporary or classic literature in the English classroom. Contemporary literature seemed to be favoured by 28 out of the 44 participating students, whilst only three answered that they preferred the classics. The remaining 13 students responded that they had no preference one way or the other.

## 4.2 Teacher Attitudes

### Table 8. What the Participating Teachers Read in Their Spare Time

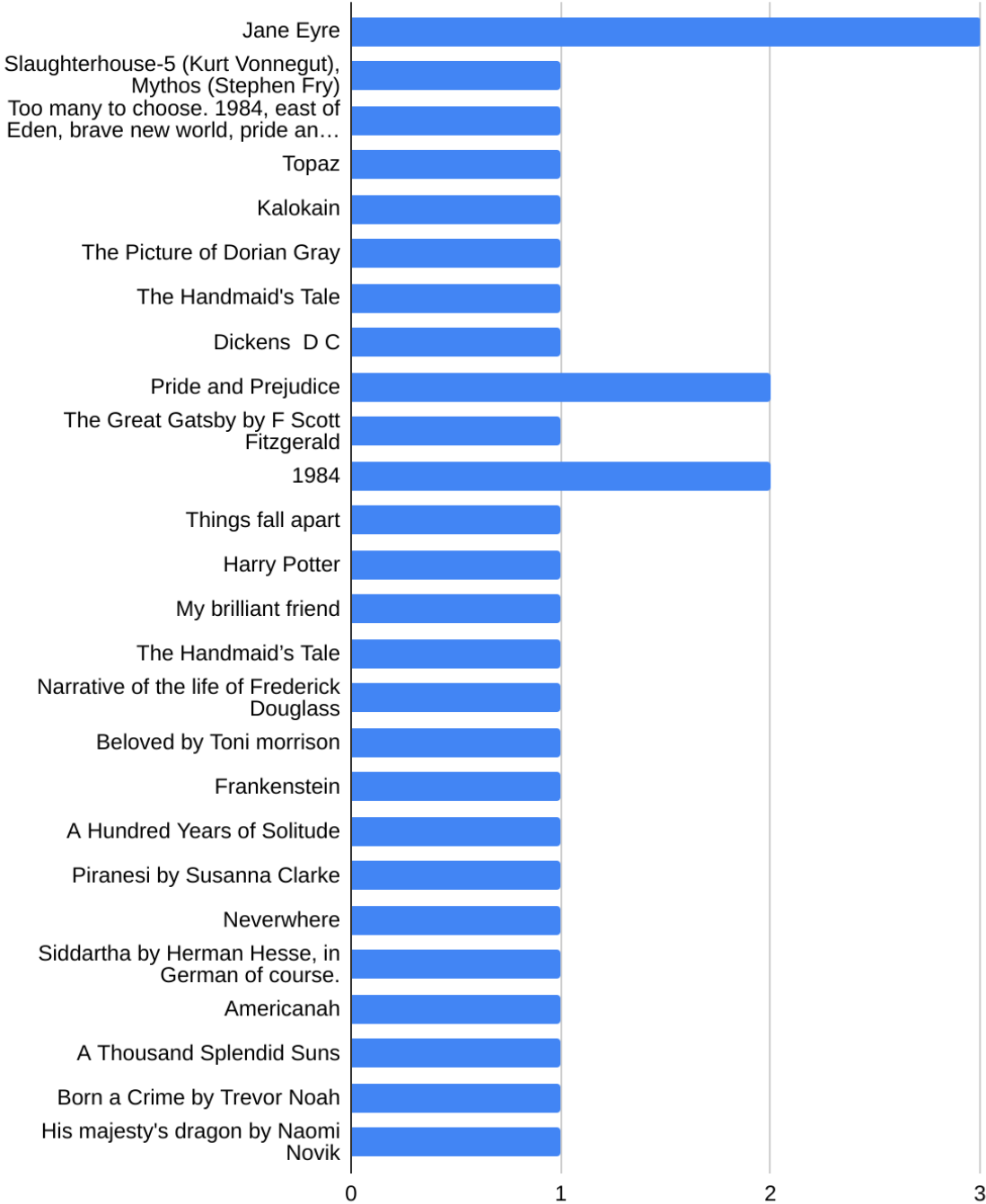
2. In my spare time I mostly read...  
 31 responses



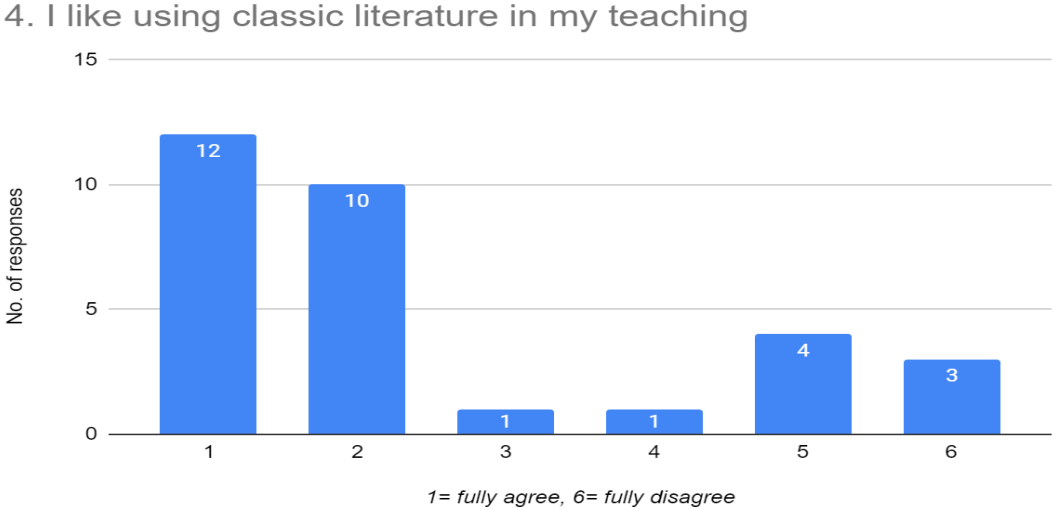
The responses revealed that all but one of the participating teachers read some form of text in their spare time. Roughly 81% of the participants responded that they read contemporary literature and 52% reported to read classics. The 12 respondents who stated that they read other forms of texts specified that they read the following: *newspapers* (5), *articles* (4), *magazines* (2), *biographies*, *science*, *research*, *cartoons* and *social media posts*.

**Table 9. Books That Teachers Have Found Especially Meaningful**

3. A book that I have read that was especially meaningful to me was...



**Table 10. Attitudes Towards Teaching the Classics**

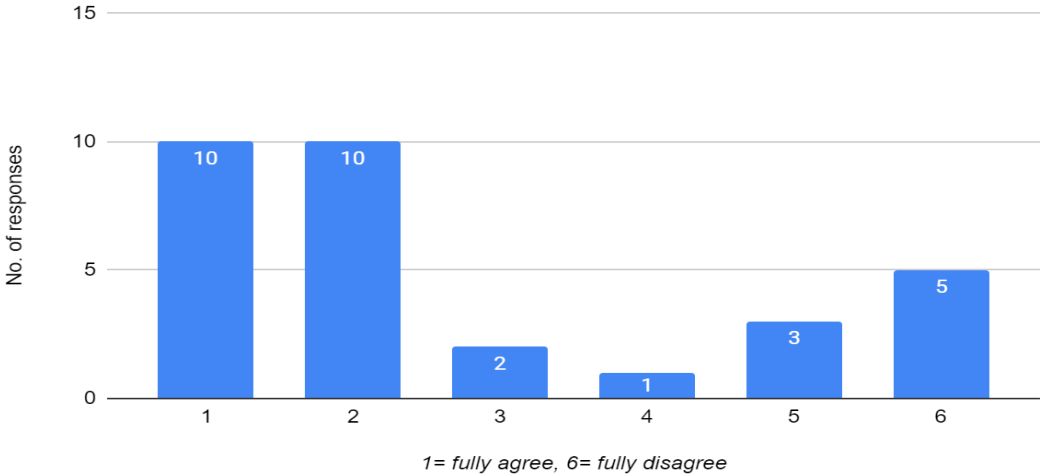


The items inquiring about teachers’ use of classics in their teaching revealed that most teachers seemed to favour using the classics with nearly 40% strongly agreeing with the statement. Only eight respondents, or 25% positioned themselves against the statement. The open-ended follow-up question revealed that teachers had many reasons as to why they liked using classics in their teaching: five responses stressed the historical aspects of the works, four their cultural importance and three their renown/ literary merit, another three respondents stated that they simply were good for language acquisition. Other positive aspects that were only mentioned once or twice was that students liked the classics, that they made for a good challenge and the versatility of uses. Teachers who did not enjoy using the classics also gave quite different reasons as to why, one respondent stated that they did not like the classics themselves, another indicated that their students did not enjoy them. Two teachers mentioned time restraints as a governing factor.



**Table 11. Values in the Classics**

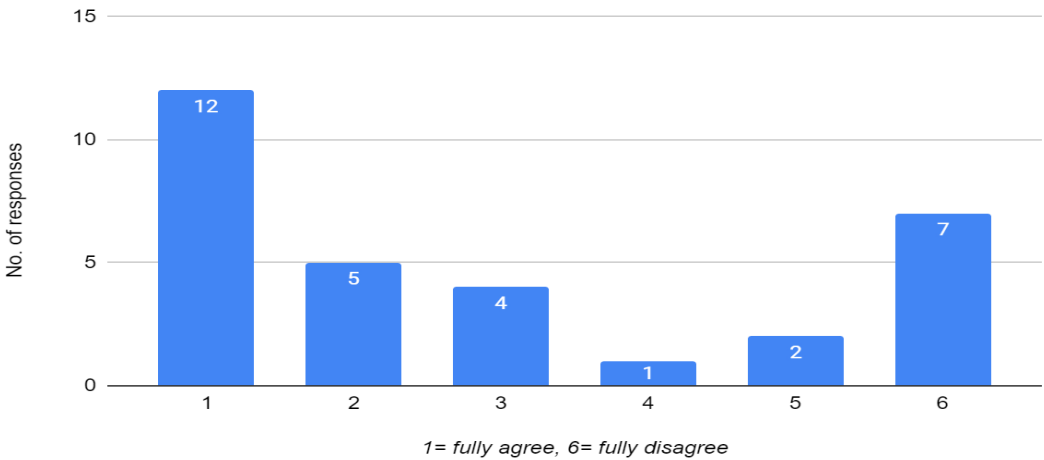
6. I can see the values in using classic literature in my teaching



The second quantitative item about the classics revealed similar results to the previous one, with 71% of participants agreeing with the statement. Nine respondents disagreed to some extent. When asked to explain their choice, the participants gave quite similar answers. The classics’ historical connotations were mentioned as valuable aspects by 10 respondents. Eight answers held that the classics were of timeless relevance and that they were “classics for a reason”. A similar notion shared among four respondents was that it is common knowledge to know about the classics. Four respondents argued that the classics were valuable for the students' language acquisition. Another argument, proposed by four of the respondents, was that the classics had a cathartic effect and would teach the students about themselves or life in general. Four of the respondents thought that it did not matter whether they taught the classics or contemporary literature. Two teachers emphasised that the literature, above all, should be interesting for the students.

**Table 12. Attitudes Towards Teaching Contemporary Literature**

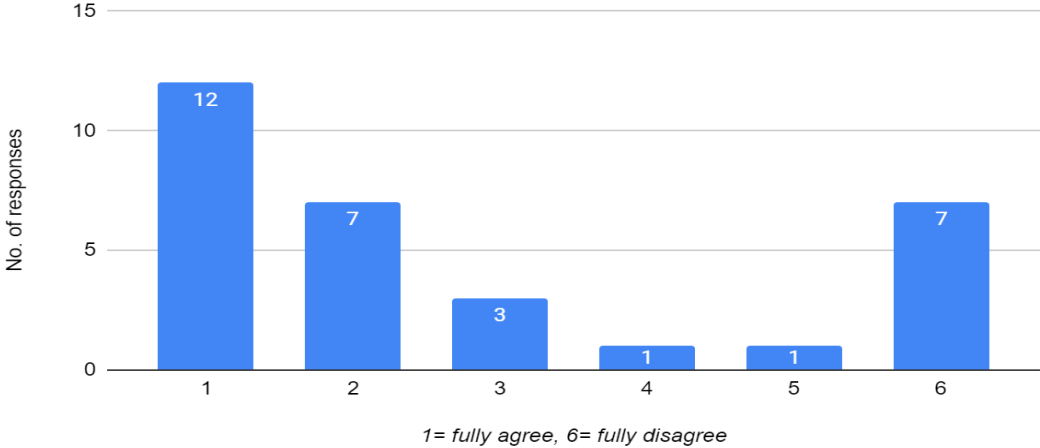
8. I like using contemporary literature in my teaching



The first item investigating if the participating teachers liked using contemporary literature in their teaching revealed that 21, or 68% of the respondents agreed with a value of three or lower. Seven teachers fully disagreed with the statement. The most common response to the follow-up question investigating why the teachers had answered as they did was that contemporary literature is a vast and versatile category, enabling the teacher to illuminate any given topic by using them. Six participants remarked that contemporary literature often is relatable. Three respondents mentioned that contemporary literature might be easier for students to understand, three other respondents held that students seemed to prefer contemporary literature. Three answers again underlined that a variation between classics and contemporary literature is preferable.

**Table 13. Values in Contemporary Literature**

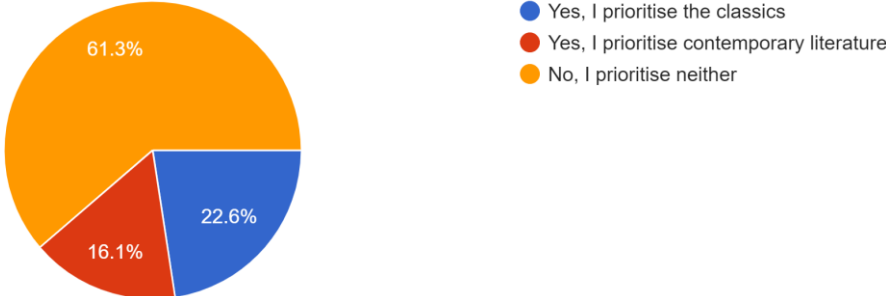
10. I can see the values in using contemporary literature in my teaching



The second quantitative item about contemporary literature showed similar results to those of the previous one with 71% of respondents choosing a value of one to three. Seven respondents, or 23% fully disagreed with the statement. The subsequent open-ended question revealed that nine of the participating teachers saw contemporary literature as a way to discuss contemporary issues. Five responses argued that one value of contemporary literature is that it often is more interesting to students than the classics. Four teachers remarked that contemporary literature is a good source for language acquisition. Four teachers emphasised that the classics and contemporary literature are equally important. One teacher reported that more work was needed in order to teach contemporary literature as a downside.

### Table 14. What Literature Teachers Prioritise

12. Do you prioritise either classic or contemporary literature when teaching English?  
31 responses



As seen in the table above, a majority of the participating teachers reported that they did not prioritise the classics or contemporary literature in their teaching. Seven reported that they prioritised teaching classics whilst five answered that they prioritised teaching contemporary literature. When asked why they did or did not prioritise one or the other 13 participants answered that both forms of literature are important and that a balance therefore is due. three respondents referred to the requirement for both found in the curriculum; similarly two responses reported that the classics were more appropriate for English 6, as it requires the inclusion of literary history. Three teachers explained that they prioritise what the students like.

## **5. Discussion**

The present study investigated 31 EFL teachers and 44 EFL learners' attitudes towards the classics and contemporary literature in the classroom with the aim of proposing didactical approaches to find a balance between these two categories of literature in EFL teaching based on the attitudes of the participants. How these attitudes contrast with one another, and the didactical implications thereof, remain to be discussed in the following chapter. The participating EFL students and teachers' answers revealed that attitudes towards literature can be quite multifaceted. As such, the following chapter will try to capture and exemplify the most prominent of these attitudes.

### **5.1 Attitudes Towards the Classics**

The items investigating what respondents read in their spare time, as well as the item researching attitudes towards classics specifically revealed that the participating teachers seemed more interested in the classics than the students. Whilst half of the teachers reported that they read classics in their spare time, the respective percentage was only 15% among students. It should also be noted that students, in general, seemed less interested in reading; about a third of students answered that they did not read at all at home, whilst only one teacher, or 3% of participating teachers, responded that they did not read at home. Likewise 10 out of the 25 teachers who submitted an eligible answer to question three, which inquired about a book that respondents found particularly meaningful, named a classic. Out of the 30 students who chose to answer the same question, however, only 3 chose a classic. Based on these data it is unsurprising that teachers seemed to enjoy classics in the classroom to a much larger degree than the participating students.

The results of the present study revealed that 14 students attributed these negative attitudes to the opinion that the classics are difficult to comprehend due to old language and convoluted plots and another 13 held that the classics were generally boring. For instance, one student, who otherwise reported that they liked the classics, argued that “at times I feel that Classic books can be both challenging in its[sic] grammar and in its[sic] story telling[sic]”. This poses the questions of how to make the classics less uninteresting to students, and, on the other, how to decrease the burden of reading complicated language.

One teacher’s solution to both of the mentioned problems was to “give them a choice of books and at least one is a classic”. The respondent elaborated by explaining that if students did not choose to read a longer classic the teacher would also make sure to include classic short stories or extracts from classics in order to cover the curricular requirements. Although it would be assumptive to claim that this solution is applicable to all classroom constellations and fit all English courses, it serves as a good example of how to take student attitudes into consideration whilst keeping education well within the bounds of the curricular requirements. Specifically taking student voices into account seems to have its merits, if we consider the findings of Gilbert and Fister (2011), who found that students were deterred by obligatory literature that inhibited their own leisure reading (p. 479). Likewise the findings of Ivey & Broaddus (2001) indicate that not having a choice in what literature to read decreases student motivation and success (p.354).

A similar sentiment was found amongst student attitudes in the present study. For instance, one student explained that they “don’t like to read english[sic] books that the school are[sic] forcing me to read.”. By listening to student preferences, teachers could thereby negate some of the disinterest by choosing classics, and contemporary literature for that matter, that appeal to that specific class. A pitfall here, however, is that it is likely that students have differing opinions, as indicated by the findings of the present study, and as such it is unfeasible to cater to all

attitudes, unless the teacher is able to let the students choose from a selection of different classics.

Notwithstanding some students' negative attitudes towards the classics, students could still see the values in using them in the classroom. An attitude shared amongst some responses in both the student and teacher questionnaires is the notion that the classics have a historical and cultural value. One of the students for instance noted that “it is important to read classics since we can learn history through them” and another that the classics are “an important part of history and culture, although[sic] I do not find it [sic] completely necessary[sic], especially since we aren't english[sic]”. With these responses in mind it would appear that students, too, are able to see the cultural value of the classics. Based on the last clause in the latter response some uncertainty as to why Swedish EFL students should read English classics, nonetheless, seems to persist among some students. If the illumination of the relevance of literature indeed is a key to motivate students to read, then these findings suggest that teachers could benefit from explaining to students why they are reading the classics. Whether or not uninterested students truly would be motivated by more relevant literature is, nevertheless, uncertain.

The classics can also be made relevant to today's society by drawing parallels between the present and the problems that the classics seek to address. Lighthill gave the example of the family feud in Shakespeare's *Romeo and Juliet* and gang conflicts nowadays. Several teachers in the present study agree with Lighthill's sentiment, one, for instance, arguing that “The works generally approach universal[sic] themes and topics that - if the works are older - are still relevant to students. Moreover, the [sic] language used challenges students and helps in language[sic] acquisition.”

## 5.2 Attitudes Towards Contemporary Literature

Student and teacher attitudes towards contemporary literature were quite similar in regard to the findings of the quantitative questions with most participants giving a score of three or lower. A consensus shared amongst a fifth of the participating teachers and a fourth of the students was that contemporary literature was more relevant, both for the learners themselves and for society on the whole. One student, who otherwise advocated for both forms of literature, described contemporary literature as “innovative and exciting with even more relatable scenarios than in classic literature”. The idea that contemporary literature is more relevant is not unheard of in literary debates either; in the Canon Wars this message was common amongst scholars opposed to the canons. One such sceptic stated that curricula too focused on canonical literature “fail to meet their [teenage students’] social and emotional needs” (Gallo, 2001, p. 36). On the grounds of contemporary literature being more relevant to modern society, perhaps they should take precedence over the classics, then? Alluring though this idea of a “definite answer” may be, it ignores some of the inherent dilemmas with contemporary literature.

One such problem with predominantly choosing literature based on relevant societal discourses and student opinions is that the teachers’ workload increases significantly if they have to search for appropriate literature that is suited for classroom activities. Unsurprisingly, only teachers in the present study mentioned this dilemma, as the process of selecting literature predominantly falls to them. One of the respondents that mentioned this concern wrote that: “they [contemporary books] require a little extra research beforehand though as the classics always offer a good read, but loads of contemporary novels do not”. The question, then, is if this extra research is worthwhile or not, may depend on the course in question, as well as the students’ general attitudes towards the classics and contemporary fiction.



One such case, where a predominant focus may be warranted is for parts of English 6. A participating teacher's answer to the twelfth question, which investigated if teachers prioritised either contemporary literature or the classics, argued that English 6 is better suited for teaching the classics, since "the course deals with literary history". This is an accurate statement; the course, as has been stated earlier, does have a clear focus on different literary periods. Thus, having the classics as a focal point for that specific course seems sound, especially since approximately 40% of the responses considered historical or cultural aspects of the classics to be valuable knowledge. The syllabus of English 6 nevertheless necessitates the inclusion of contemporary fiction as well, and depending on the general proficiency of the class contemporary literature may actually be preferable to focus on.

Some of the participating students showed no interest at all in contemporary literature, nor the classics, and stated that they did not enjoy reading in general, a problem which some teachers also identified in their answers. For instance, one participant stated that their main precedent when choosing literature "is to get students to actually read. And that's easier to do with contemporary literature". This statement resonates with the 20% of student responses, in regard to contemporary literature, that appreciated that they were less complicated than the classics.

In classes with several weaker students it might therefore be worthwhile to motivate students to read using contemporary literature, in spite of the course's focus on literary history. An approach similar to the one presented in Bjarkadóttir's study from 2009, could prove fruitful in these cases. The study illustrated how contemporary adaptations or spin-offs of classics could be taught alongside the original, which indeed would resonate with the largely positive attitudes towards contemporary revealed in the present study. Even so, this avenue is likely only suited for English 6 than the subsequent English 7, due to the latter having quite challenging language proficiency requirements and a focus on formal language. Additionally, if the students' demand for contemporary literature is solely based on a wish for less complex language teachers may

be wiser in disregarding them. Challenging literature may, after all, serve the purpose of developing one's own language.

## 6. Conclusion and Further Research

The present study investigated and compared attitudes amongst EFL students and teachers towards classic and contemporary literature with the aim of proposing didactical approaches to find a balance between these literary categories. The study has revealed that student and teacher attitudes are multifaceted, with some attitudes being shared between students and teachers. It is, for instance, evident that a majority of both participating students and teachers enjoyed using contemporary literature in the classroom. Student attitudes towards the classics were, on the other hand, predominantly negative whilst most teacher attitudes remained positive. Although several participating students had less favourable attitudes towards the classics, many still indicated that they could see the values in reading them, but felt that the obligation to read made the literature less appealing. As such, an approach to make the classics more effective would be to give students some level of control over what to read. This prospect is encouraged by some of the participating teacher answers that stressed the importance of student opinions. Negative attitudes connected to obligatory literature in teaching have also been reported in previous studies.

Listening only to student attitudes and giving them the opportunity to choose freely poses difficulties too, however, with the additional strain on the teachers' workload perhaps being the biggest concern. Ultimately the decision of how to structure the literary part of the course comes down to the configuration and general language proficiency of the class, as well as the specificities of the course at hand. English 6, for instance, lends itself better to the classics as it has a focus on literary history, yet approaches exist to make the material more relatable or less challenging for the students, should they need it. Future studies on the topic of student and teacher attitudes could elaborate further on how attitudes affect actual success in the classroom. Likewise the field would benefit from larger scale studies, incorporating several upper

secondary schools and many more participants. For the moment one can conclude that most of the participating EFL teachers and students appear to see the value of both the classics and contemporary literature, although they might favour one over the other. The balance between the two is, nonetheless, a complex matter that necessitates the consideration of variables other than attitudes, such as student motivation, course criteria and the teacher's familiarity with the classics and contemporary literature.

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# 8. Appendices

## 8.1 Appendix 1- Student Questionnaire

### Student attitudes towards the classics and contemporary literature

#### Instructions

This questionnaire is designed to gather information for a research paper I am writing on the teacher training programme at Lund University. My aim with the survey is to research how students perceive classic literature (such as the works of Shakespeare, 'Frankenstein' by Mary Shelley and 'A Christmas Carol' by Charles Dickens) and contemporary literature (any literature published after 1945) within the context of the English classroom. These answers will then be compared with the attitudes of teachers.

Thank you for participating!

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**\*Required**

#### General information

Please note that all information collected in relation to this questionnaire is confidential. After the study has been concluded, all the questionnaires will be destroyed to ensure this. Thank you again for your participation!

1. 1. Please mark the English course are you currently studying \*

*Mark only one oval.*

Engelska 6

Engelska 7

2. 2. In my spare time I mostly read... \*

Please answer by checking one or more of the following alternatives

*Tick all that apply.*

Classic literature

Contemporary literature

I do not read in my spare time

Other (journals, blogs, newspapers etc)

3. If you picked 'Other', please specify

---

Please tell me about a classic or contemporary book you have read that has left an impression on you by completing the sentences below

(if you do not have such an example, you may skip this question)

4. 3. A book that I have read that was especially meaningful to me was...

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5. It was meaningful to me because...

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Classic literature

(such as the works of Shakespeare, 'Frankenstein' by Mary Shelley and 'A Christmas Carol' by Charles Dickens)

6. 4. I enjoy reading the classics in English class \*

Mark only one oval.

	1	2	3	4	5	6	
Fully agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully disagree

7. 5. Please briefly explain what it is that you enjoy/do not enjoy about the classics \*

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8. 6. I can see the value in reading the classics in English class. \*

Mark only one oval.

	1	2	3	4	5	6	
Fully agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully disagree

9. 7. Please briefly explain why you answered as you did \*

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Contemporary literature

(literature from after 1945)

10. 8. I enjoy reading contemporary literature in English class \*

Mark only one oval.

	1	2	3	4	5	6	
Fully agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully disagree

11. 9. Please briefly explain what it is that you enjoy/do not enjoy about contemporary literature \*

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12. 10. I can see the values in reading contemporary literature in English class. \*

*Mark only one oval.*

	1	2	3	4	5	6	
Fully agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully disagree

13. 11. Please briefly explain why you answered as you did \*

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14. 12. Do you prefer reading classics or contemporary literature in the English classroom? \*

Please answer the question above by marking one of the following alternatives

*Mark only one oval.*

- I prefer reading classics
- I prefer reading contemporary literature
- I have no preference

## 8.2 Appendix 2- Teacher Questionnaire

### Teacher attitudes towards the classics and contemporary literature

#### Instructions

This questionnaire is designed to gather information for a research paper I am writing on the teacher training programme at Lund University. My aim with this survey is to research how teachers perceive classic literature (such as the works of Shakespeare, Frankenstein by Mary Shelley and A Christmas Carol by Charles Dickens) and contemporary literature (literature published after WW2) within the context of the English classroom. These answers will then be compared with the attitudes of students.

Thank you for participating!

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\*Required

#### General information

Please note that all information collected in relation to this questionnaire is confidential. After the study has been concluded, all the questionnaires will be destroyed to ensure this. Thank you again for your participation!

1. 1. Please mark which of the following English courses you are currently teaching, or have taught \*

*Tick all that apply.*

- Engelska 6  
 Engelska 7

2. 2. In my spare time I mostly read... \*

Please answer by checking one or more of the following alternatives

*Tick all that apply.*

- Classic literature  
 Contemporary literature  
 I do not read in my spare time  
 Other (journals, blogs, newspapers etc)

3. If you picked 'Other', please specify

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Please tell me about a classic or contemporary book you have read that has left an impression on you by completing the sentences below

(if you do not have such an example, you may disregard this question)

4. 3. A book that I have read that was especially meaningful to me was...

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5. It was meaningful to me because...

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Classic literature

(such as the works of Shakespeare, 'Frankenstein' by Mary Shelley and 'A Christmas Carol' by Charles Dickens)

6. 4. I like using classic literature in my teaching \*

*Mark only one oval.*

	1	2	3	4	5	6	
Fully agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully disagree

7. 5. Please briefly explain why you answered as you did \*

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8. 6. I can see the values in using classic literature in my teaching \*

Mark only one oval.

	1	2	3	4	5	6	
Fully agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully disagree

9. 7. Please briefly explain why you answered as you did \*

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Contemporary literature

(literature from after 1945)

10. 8. I like using contemporary literature in my teaching \*

Mark only one oval.

	1	2	3	4	5	6	
Fully agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully disagree

11. 9. Please briefly explain why you answered as you did \*

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12. 10. I can see the values in using contemporary literature in my teaching \*

Mark only one oval.

	1	2	3	4	5	6	
Fully agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully disagree

13. 11. Please briefly explain why you answered as you did \*

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14. 12. Do you prioritise either classic or contemporary literature when teaching English? \*

Please answer the question above by marking one of the following alternatives

Mark only one oval.

- Yes, I prioritise the classics
- Yes, I prioritise contemporary literature
- No, I prioritise neither

15. 13. Why/ why not? \*

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