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A Choice in Reading

A Study of Student Motivation for Studying English Literature in
Upper Secondary Schools in Sweden

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Abstract

This essay aims to examine the attitudes and motivation toward literary studies in English in upper secondary school students as well as to determine which tools practicing teachers can apply to increase their students' language learning motivation within literature teaching in the Swedish curriculum. The questions that this study set out to answer was: How do students rate their ability to succeed in different tasks relating to English literary education? How can teachers in Sweden design their lessons in English literature to motivate their students? Which are some of the best ways to teach literature to students from a motivational standpoint? The primary theories used in this study are; *self-efficacy theory* and theories regarding *intrinsic* and *extrinsic* motivation. This study used a qualitative method to examine the students' attitudes towards reading English literature in schools. The research tool used is a questionnaire with both general questions regarding literature in addition to questions about how the students would rate their chance to succeed with a task relating to literary studies. This study found that one of the primary methods that teachers should apply when teaching literature to EFL students was giving the students a choice in reading material as well as using age-appropriate material. Using shorter texts such as short stories and extracts from novels was also a method that the students' preferred. This study showed that using standardized testing is the least preferred examination method to use when assessing the students. On the other hand, the preferred examination methods were writing book reports, essays or using group discussions or answering study questions. Furthermore, it is important for the teacher to know the group and plan accordingly and listen to the students and give them a choice in what they read and how to assess them at the end of the literary module to give the students a greater chance of success.

Content

Introduction

Motivation is one of the most important aspects when it comes to education and student performance in school. The study of language learning and language teaching is ever evolving, and research is always conducted to see how we can improve performance in schools. Today, society is also more global than ever before, which makes language learning and language teaching even more important. Living in a global society where many languages are used every day, be it through work, social media or popular culture such as videogames, film or literature, makes it even more important to learn some of these languages. In schools all around the world, learning at least one foreign language is mandatory for all students. In Swedish schools, students begin learning English as a foreign language (henceforth EFL) in middle school, but according to the curriculum, students can start learning English as early as in first grade (Skolverket 2011). Motivation is one of the most important aspects of learning anything, especially a foreign language. Without motivation, learning becomes almost impossible to achieve.

English is as previously stated a subject that is mandatory for all students in the Swedish school system. In upper secondary school students are expected to be able to understand both speech and writing at a basic to intermediate level and being able to produce their own written and oral language. In addition to being able to produce and understand English, the curriculum also states that students need to develop an understanding of "living conditions, social issues and cultural features in different contexts and parts of the world where English is used" (Skolverket 2011). One of the ways in which a teacher can provide the students with an understanding of cultural and social issues in English speaking parts of the world is through literature. In addition to educating Swedish students about these topics, the curriculum also puts emphasizes on "[c]ontent and form in different kinds of fiction ... Literature and other fiction, texts of different kinds and for different purposes. Different ways of searching for, selecting and evaluating texts and spoken language" (Skolverket 2011). All of this establishes a basis for the significant value of literary education in upper secondary school in Sweden. Thus, this essay aims to examine student motivation through literary education in English as a foreign language in upper secondary schools in Sweden

Aim and Research Questions

This essay aims to examine the attitudes and motivation toward literary studies in English in upper secondary school students and to determine which tools teachers can apply to increase their students' language learning motivation within literature teaching in the Swedish curriculum. This essay will primarily use *self-efficacy theory* to examine how teachers can tailor their educational practices around their students' perceived motivation to accomplish a task. To accompany self-efficacy theory, this essay will apply the theories of intrinsic and extrinsic motivation to analyze the attitudes regarding these motivational tools as well.

The primary research questions used in this study are:

1) How do students rate their ability to succeed in different tasks relating to English literary education?

2) How can teachers in Sweden design their lessons in English literature to motivate their students?

3) Which are some of the best ways to teach literature to students from a motivational standpoint?

Method

This study will use a qualitative method since the purpose of this study is to examine attitudes and general student motivation in relation to the theoretical framework. Because of the choice of a qualitative method, the main goal is to analyze the student's own interpretation of their motivation and goals. There are three major methods that are used when assessing motivation: *direct observations*, *ratings by others* and *self-reports*.

According to Schunk et al, (2008 p.13-14), direct observations are used by researchers to observe others in the choice of task, expended effort and persistence in the task. There are pros and cons with this method, as there are with every method used to study anything. One of the major critiques of using this method according to Schunk et al is that by just observing, the essence of the person's motivation goes missing. As an observer, it is impossible to know why someone made the choices they made, and this can be a determining factor when researching motivation.

The next major method used when researching motivation is ratings by others. This method is also based on observations; however, these do not have to be made by a researcher

but can be made for example by a teacher, parent or classmate. The researcher asks a series of questions regarding the students' motives and motivational patterns and the respondent answers the questions. One advantage this method has is that a third person is often objective regarding a person's abilities to succeed and their perceived motivation. A disadvantage of this method is that it is hard to judge a student's cognitive processes (Schunk et al 2008 p.14).

The third type of method used in motivational research according to Schunk et al, is self-reports. Self-reports are, as the name suggests, focused on the students' own perceptions of their motivation. This is the method that this study is based on. There are also several ways in which a researcher can choose to apply self-reports in their studies. In this research paper, the instrument used to collect the data will be a questionnaire since using a questionnaire is a good instrument to use for collecting and processing data in a qualitative study. It is also a method that is commonly used when processing this type of data. However, there are also other methods such as interviews, stimulated recalls, think-alouds and dialogues mentioned in methods based on self-reports (Schunk et al 2008 p.14).

The questionnaire, which is the main research tool that is going to be used in this study, is a fairly simple instrument to collect the data. The questionnaire presents the respondents with a series of questions regarding motivation and their actions and beliefs that they are asked to answer to the best of their ability. Typically, a questionnaire asks the respondents to rate their feelings on a scale from 1 (low) to 5 (high), for example: "How certain are you that you can read a 100-page book? Rate your answer from 1 (low) to 5 (high)". In addition to these types of questions, the study can contain questions that are open-ended, for example: "How do you feel about reading?" (Schunk et al 2008 p.14-15). A good complement to a questionnaire is doing interviews. While a questionnaire can be very useful to cover a decent sample size, interviews can do the same job, but they analyze and explore the respondent's beliefs and feelings more in depth (Schunk et al 2008 p.16).

Even though it seems as if these methods, within self-reports, go well together in this study, the only method that is going to be used is questionnaires. This choice is made because doing interviews will not give a large enough sample to be able to say anything regarding general thoughts on motivation in the Swedish upper secondary school. Therefore, the research tool chosen is a questionnaire, as it seems to be the most efficient way to get reliable results regarding motivation.

The survey provided to the students will include several different descriptions of lesson plans in literary studies and the students will rate their perceived ability to succeed in that task

on a scale from 1-5 as suggested by Schunk et al. By tailoring the questionnaire around specific and authentic tasks, the hope is that it is possible to observe a difference in the students' self-efficacy instead of observing their self-confidence or self-concept and to differentiate self-efficacy from students' thoughts and feelings about school in general. The students will also be asked to rate their chance to succeed with a specific task. This is going to be done by providing questions on how they are going to rate their chance to succeed in a specific task. For example, the questions provided in the questionnaire can examine their ability to do group work, essays, speeches, plays, tests, reading novels, short stories, listening to audiobooks, reading old fiction or new young adult fiction, etc. The hope is that by having the students rate what kinds of tasks they feel make them more confident in their work, we can take this information into the classroom and construct lesson plans that would increase students' self-efficacy and motivation to successfully complete future assignments. The informants will also have to provide not only an answer on how they rate their chance to succeed with that task and their motivation to perform the task on a scale from 1-5, but also why they are motivated to succeed so that we can identify the best tactics to use when teaching literature in upper secondary school.

There are a few important things to discuss when thinking about using this method to research self-efficacy and intrinsic motivation in general and that is the validity of the questions being asked. As previously stated, when discussing self-efficacy, it is of great importance that the questions asked correspond to a specific task so that it is the respondent's self-efficacy to that specific task that is measured. If the questions are not specific enough, it is easy to measure someone's broad self-esteem or personal concept instead (Ritchie 2016 p.34).

Motivational Theory

There are many different types of motivational theories that can be applied to motivation in a classroom environment. Two of the principal theories when it comes to motivation are *intrinsic motivational theory* and *extrinsic motivational theory*. Shortly summarized, intrinsic motivation is the drive that comes from within oneself and the feeling of joy when accomplishing or discovering something new. This type of motivation is what we strive to achieve in the school system since it aims to make learning fun and exciting. In contrast, extrinsic motivation relates to outside influences on motivation. One example of extrinsic

motivation in a classroom setting it promising the students a reward for completing a task, for example, a promise of giving children candy when they pass a test.

In the following paragraphs, the theory behind intrinsic and extrinsic motivation and how these types of motivational theories are used in contemporary research on motivation are going to be explored. After discussing intrinsic and extrinsic motivation, the main theoretical framework, self-efficacy theory, will be introduced and lastly a discussion regarding how these motivational theories can be applied in literary education in Swedish upper secondary schools will be provided.

Extrinsic Motivation

Extrinsic motivation is, as previously stated, motivation that takes influence from outside factors such as rewards. According to Donna Walker Tileston the author of *What Every Teacher Should Know About Student Motivation,* extrinsic motivation is based on a behaviorist point of view introduced by B. F. Skinner. This hypothesis is that we can influence human behavior by providing punishment and rewards for the behaviors that we want to encourage or discourage. Even if a reward by itself might not be enough for us to be motivated to do a task, avoiding punishment might provide enough incentive to motivate us to do the task instead (Tileston 2004 p 4-5).

Corporal punishment is usually not practiced in schools anymore and has been prohibited in Swedish schools for a long time, but rewards as a motivational tool are still used in schools today. Rewards have been looked down upon for a long time, but Tileston argues that using extrinsic motivation is neither wrong nor bad, since many of us are motivated by extrinsic motivation. For example, almost all adults work for a paycheck, which is a kind of reward and Tileston argues that as long as it is not the only motivator, it can be a helpful tool in motivational research (Tileston 2004 p.5-6). However, it is important to note that Tileston emphasizes that if rewards become the only thing that motivates us, it will become problematic and that it should not be something that we strive to use primarily. Tileston discusses the difference between rewards and celebrations, with the former being explained as having monetary value and being expected. Celebrations, on the other hand, are explained as not having monetary value or not being expected and therefore having a bigger impact on motivation (Tileston 2004 p.5-6).

The distinction between a reward and a celebration is emphasized in Tileston's book as she takes a closer look at other research done on rewards as a motivational tool. Most research

questions the effects of rewards as a motivational tool. One researcher cited in Tileston book by the name Alfie Kohn argues that rewards damage intrinsic motivation and that rewards have to increase in value to keep the same motivational value. If getting a sticker for doing your work good, or getting a gold star, work as a reward on a preschooler, the same reward will probably not have the same effect on a student in upper secondary school. Therefore, students relying on extrinsic motivation alone need to find new strategies to keep the same level of motivation through their educational journey and need to find intrinsic motivation instead (Tileston 2004 p.6).

Intrinsic Motivation

Intrinsic motivation comes from within oneself. It is the innate drive to try new things and the joy of succeeding. Intrinsic motivation is automatically acquired, but if extrinsic motivation takes over, the drive that intrinsic motivation gives us will lessen because the brain is reprogrammed to favor rewards over the innate drive and joy of doing something (Tileston 2004 p.3-4). This is the type of motivation that we should strive to achieve in the school system since it aims to make learning fun and exciting. According to Linda Lumsden the author of *Student Motivation: cultivating a love of learning,* the more involved the students themselves are in the decisions regarding their education the more intrinsically motivated they often become. In addition, connecting the task in school to have a purpose in real life have an important impact on motivation (Lumsden 1999 p.72).

Intrinsic motivation has a deep connection to the *self-system* and the *metacognitive system*. The self-system has to do with the students' perception of their ability to succeed with a task. If a student believes that they can succeed and a positive cogitation exists, there is a high probability of high motivation. By contrast, if a student does not think that they can succeed in a task and there is a very low expectancy of success, intrinsic motivation will be low (Tileston 2004 p.11-12). The metacognitive system relies on the self-system and affects goal setting and decision-making; therefore, if the self-system tells us that the probability of success is low, the metacognitive system will have a hard time to engage problem solving and goal setting (Tileston 2004 p.16). Both the self-system and the metacognitive system have a close relationship with self-efficacy. In the following paragraph, self-efficacy as a theory and its relationship with the self-system and the metacognitive system will be explained in further detail.

Self-Efficacy Theory

Self-Efficacy is one motivational tool that is described a great deal in the literature as a critical motivator for learning. According to Donna Tileston and Laura Ritchie the author of *Fostering Self-Efficacy in Higher Education Students*, self-efficacy is based upon a person's belief that they have the ability to accomplish a specific critical task based upon that person's previous experiences, their resources and their power (Ritchie 2016 p.21, Tileston 2004 p.14). A person's level of self-efficacy can change drastically depending on what kind of task a person is asked to perform. According to Ritchie, self-efficacy is specific to a certain task and cannot be generalized over an entire subject in school. Therefore, a person's self-efficacy can change drastically within a subject by changing the variables of the task (Ritchie 2016 p.22-23). For example, in a school setting asking a student to read a short story and write a summary might be achievable, and the student's self-efficacy is high. However, if asking the same student to read a 400-page novel and write an analysis on the main character's struggles throughout the novel, the student whose self-efficacy was high just a moment ago might feel overwhelmed, and the task is simply too hard and big to handle resulting in low self-efficacy and motivation.

The authors, Dale H. Schunk, Paul R. Pintrich and Judith L examines in their book *Motivation in Education; Theory, Research and Applications*, how self-efficacy can be used as a tool for understanding how to influence student motivation. Students make hundreds of decisions regarding how to accomplish a task in a school year. Many of these are influenced by their self-efficacy, for example, the student's choice of task, their persistence in the task and their effort regarding the task. Not only are these behaviors influenced by their self-efficacy, but these choices also modify how their self-efficacy will develop after the task is accomplished. Ritchie adds that a person's self-efficacy should change every time that person finished a task both in positive and negative ways. If a task is finished positively, their efficacy should increase, and if the task is finished negatively their efficacy should decrease in that specific task (Ritchie 2016 p. 26-26).

Ritchie also introduces the concept of *mastery experience*. This concept is connected to the positive and negative outcomes of a task. Mastery experience is gained when completing and succeeding in a specific task, and there are two types of mastery experiences, micro and macro mastery experiences (Ritchie 2016 p.26). To develop mastery experience, the students need to become involved in their learning and develop the skills needed to take hold of their learning. In the beginning, students will be lacking mastery experience, but by working with

the students to develop the necessary skills helps them to gain mastery in that field. To help students gain mastery experiences it is important to set small achievable goals, plan how to achieve the goals and learn strategies to overcome obstacles. While the students work towards achieving mastery experience the small successes a student gains while working towards a bigger goal are called micro mastery experience (Ritchie 2016 p. 26, 86-89). Developing these experiences will raise self-efficacy and motivation to keep trying even when failure occurs. This is because when having obtained mastery experiences and self-efficacy is high, a small failure is not always a bad thing, since it can challenge the student to work harder and keep on working even when it gets hard (Ritchie 2016 p.30-31).

Many factors can influence a person's self-efficacy. For example, in a classroom setting two common outside influences on a person's self-efficacy are teacher influence and peer influence. Teacher influence can be the feedback on papers or tests, or the feedback given in the classroom. Teachers influence many different aspects of a student's life in school. Another kind of teacher influence is when the students see their teacher perform something and then apply their knowledge and their skill to that situation, increasing their self-efficacy by observing the teacher succeed (Schunk et al 2008 p.126-127). This type of influence is also introduced in Ritchie's book and is called *vicarious experiences* (Ritchie 2016 p.27). According to Ritchie, feedback as a method to increase a student's perception of their self-efficacy is not the best way, even though it can help with a student's perception. The best way to influence self-efficacy is through actual experience in doing a task. Guiding a student and giving them feedback is important, but research has shown that it is not as important as getting those mastery experiences that develop self-efficacy (Ritchie 2016 p.28). It is also critical to evaluate teacher influence when approaching a new task. If a teacher is involved a lot and guides their students too much, the students may think that their results are a reflection of the teacher's work and not their own. This means that it is critical to involve the students so their beliefs regarding their ability to succeed are not influenced by their teacher's ability (Ritchie 2016 p.65).

Peer influence is similar to teacher influence; however, it can be much easier to relate to peers rather than to a teacher. It all depends on the relationship between peers and student and teacher. Since peer-feedback is quite common at an upper level in school, feedback from peers and observing other students is very similar to the effect of getting feedback and observations from a teacher can have. Vicarious experiences however often have a greater effect when observing a peer, closer to one's own ability, rather than watching a teacher

succeed in a task. However, it is very important to note that both peer and teacher influence through vicarious experience can harm self-efficacy as well as a positive influence (Ritchie 2016 p.27; Schunk et al 2008 p.133).

Applying Motivational Theory in the Language Classroom

Teaching literature to youths can be a very challenging task. This chapter aims to explain a more practical approach to teaching literature in the modern classroom. This chapter also aims to examine how educators can approach teaching literature to students and motivate them to learn and enjoy studying literature by looking at how to apply the theoretical framework to the classroom. This chapter will focus mostly on the methods of teaching literature in the modern classroom introduced in the book *Teaching Literature to Adolescents* written by Richard Beach, Deborah Appleman, Bob Fecho and Rob Simon (henceforth Beach et al). In the following paragraphs, some of the theories, methods, and approaches to teaching literature will be introduced. When reading the book *Teaching literature to adolescents* it is clear that many of the suggestions put forth in their book apply to teaching literature to EFL learners, even though the book is based on teaching English as a native language. Because of this reason, the theories and suggested tools in Beach et als book are going to work as a framework when modeling the questionnaire that is the basis for the study in this essay.

Two of the main theories put forth in Beach et al are Transmission theory and Critical sociocultural learning theory. Transmission theory is based on teaching students' different concepts and ideas from different literary sources. This theory is based on the entire class reading the same material, often a classic literary work. The students are then taught ways to interpret and discuss the literary work based upon the teachers' guidance and questions. Beach et al explains how transmission theory often becomes "a chronological march through different literary periods, biographical information about authors, literary terms and concepts as well as genre characteristics" when used in a classroom setting (Beach et al 2016 p.5). This type of literary teaching is a classic way to teach literature according to Beach et al.

Critical sociocultural learning theory, on the other hand, focuses on learning to interpret literary ideas as a skill that can be used and later practiced in the real world. By using the sociocultural approach to teaching literature, the students focus on comparing the literary worlds to their world and to their personal experiences. This theory focuses on raising and discussing questions regarding the text being studied. If studying, for example, a text from a postcolonial perspective, the historical context surrounding that text is important to make a

believable analysis (Beach et al 2016 p.6-7). This approach to studying literature is more student based than teacher based because the students need to be engaged in the reading of the material and the subsequent analysis of the material for this approach to be successful. Therefore, it can become a difficult task to engage students if they do not feel anything for the text or the characters in the text. Because of this reason, the students need to have a say in what they read and have a say in part of the planning, so they get a sense of ownership and a greater feeling of accomplishment that further motivate their literary journey (Beach et al 2016 p.7).

Comparing these two theories it is clear that if a teacher wants to motivate and engage their students a sociocultural approach is probably the most efficient way. The sociocultural approach promotes the student's intrinsic motivation since it is more centered on the students themselves. Putting the students in a position where they can choose and have a sense of ownership over their studies increases their motivation to succeed in that specific task. This may also foster and develop a higher self-efficacy in the students since they get to master a skill rather than being taught to interpret literature in a specific way.

How do we engage the student's innate desire to succeed as well as making them a part of their education to motivate them and increase their self-efficacy? We have already discussed the importance of getting the students to engage in their learning by having them involved in choosing the material and the tasks that they are going to study. Involving the students also puts pressure on the teacher to adapt their curriculum to fit the modern adolescent. This means that teachers need to take into consideration what students read and include this in the curriculum. This is a generation that has grown up using a different type of media than the media that most teachers grew up using and students today use digital media a lot more. However, this does not mean that the youths today do not read. It simply means that the reading habits of the youths today have changed from books and literature to other types of media, mainly digital media (Beach et al 2016 p.17).

According to a study by Donna Alvermann mentioned in *Teaching Literature to Adolescents* youths today read more now than ever before. However, many scholars often attribute a decline in reading because the concept of what reading is has narrowed at the same time as youths reading habits has expanded beyond the pages of a book. Youths today read fanfiction, graphics, manga, and many other diverse digital texts (Beach et al 2016 p.41). Much of the difficulty of teaching literature stems from teaching old media to a generation that no longer consumes this specific type of media regularly. It is, therefore, our job as

educators to change the traditional ways to teach literature as well as what we consider to be literature to adapt to a world that today looks very different than just a few decades ago (Beach et al 2016 p.10, 17). Because of this reason, educators must expand their views of what counts as literature. Beach et al suggest a new approach that they call *Multitextured teaching* where the teacher uses all text at their disposal, whether in print or digital, and analyzes the text from different perspectives often using several different types of media to engage the students (Beach et al 2016 p.42). By using this approach, the students can study what they feel applies to their lives.

Students who read even the smallest amount do the tasks even if they read material that is not a part of the curriculum for the course. If a student can comprehend the plot, critique the text and connect the material to other texts and/or their lives that show that they possess the skills necessary to analyze literature (Beach et al 2016 p.39). Because of the reasons previously stated it is a good idea to give young adult literature (henceforth YAL) a prominent place in the curriculum. Not only is YAL something that youths can relate to, but it is also a good gateway to reading for those that are not used to reading or those who are struggling to read. The themes in these books are usually easy to relate to for the students and thus provide a good basis for discussion (Beach et al 2016 p.44). One thing to note about introducing YAL to the curriculum is that is must be recent according to Beach et al since the students can relate to the modern struggles of being an adolescent and not necessarily the struggles of being a youth in the 17th century (Beach et al 2016 p.50).

Analyzing the choice of questions is important to get a discussion going and to guide students into analyzing literature. It is important to keep the questions open-ended so they cannot be answered by a simple yes/no answer. Also, it is a good idea to use this type of question to engage the students in providing their own interpretation of the text instead of giving them a simple right or wrong answer. This puts what the students find interesting about the text to the forefront (Beach et al 2016 p.180). Another way in which to engage students in their education is to ask them to provide their own questions. This also gets the students involved in learning and that is as stated in the previous chapter a key element in self-efficacy theory and getting the students motivated to study literature.

Lastly, teachers are also required to assess and evaluate learning. There are two major types of assessment *formative* and *summative*. Formative assessment is the kind of assessment that gives the students feedback that they can work on getting better. Formative assessment should be an ongoing type of assessment. Formative assessment is based on *Feed-up*,

Feedback and *Feedforward*. Feed-up is related to the learning goals "where am I / where are we going? What am I trying to accomplish?". Feedback, on the other hand, is responding to their work and how they can improve and what is good as it is (Beach et al 2016 p.234-237). Feedback has been discussed in other parts of this essay as well and what is important with giving feedback is to focus on small achievable pieces so that the feedback is not overwhelming for the students. By choosing to provide feedback it is very important to point out what they are already good at so that it fosters their confidence.

The other type of assessment is summative assessment which is usually some type of classroom testing where teachers want to test and see if the students learned what they taught them. Summative assessment does not require the same types of feedback that the students normally get with formative assessment and the type of feedback students get with summative assessment is usually just a score on a test and a passing or failing grade. For summative assessment to be a valid strategy to use in a learning environment we get back to the previous paragraph where open-ended questions were discussed since this is the only way to see if the students can use the concepts they were taught. One can also argue that using a summative approach to assess students is not a valid way to assess if the students can analyze literature since it is not something that can be measured easily. Because of these reasons, a formative approach to assessing a student's work is usually recommended and is also in line with intrinsic motivation and self-efficacy. Getting feedback on something can have a positive outcome on the student's self-efficacy and intrinsic motivation.

What methods can teachers use when tailoring literary modules? One of the principal techniques introduced is to provide *multitextured teaching* and a choice in reading. According to Beach et al it is important to teach what interests the students, as well as including nonfiction and YAL into the curriculum, since it is something that the students can relate to. Teachers should use different types of media and text, not only novels. They should include shorter texts, extracts from stories, graphics etc. By also including visual media such as movies, tv shows, and plays it can help to help motivate the students and use the written text as a tool to compare and start analyzing text. These are all good examples of how-to tailor assignments according to Beach et al. Song lyrics are another type of media that can be a good starting point in discussing how literature can shape a larger social or cultural context. For example, Beach et al explains that using a song that serves as a statement of protest can spark a discussion surrounding for example inequality and this can then lead to analyzing

many different types of media as well as novels and traditional literature (Beach et al 2016 p.82-83).

In conclusion, giving continuous formative feedback will increase a student's performance according to Beach et al. A few techniques that can be used are discussing the text in groups, engaging the students in free-write or even letting the students create their own adaptations of texts. If the students are struggling readers it is also important to guide them to become better readers by giving them the tools that they lack, like stopping and thinking about the text, re-reading paragraphs, ask questions about the text and make predictions about the text. Making the students proficient in these techniques helps them develop strategies for reading longer and more complex texts (Beach et al 2016 p.121).

What kinds of activities can be used in the classroom when teaching literature to students? Close reading, free-reading, free writes, and writing prompts as well as discussions in larger and smaller groups and have an open dialogue in the classroom are a few activities recommended by Beach et al. These techniques are tailored to let the students have a say in how they study. If combined with multitextured and sociocultural perspectives the students should have a greater chance to develop higher self-efficacy. The reasoning behind using free reading and free-writes is that the students can read and write about what fits them thus giving them a reason to feel more motivated. A good idea is to start slow and gradually increase the difficulty in the tasks as well as how much the students are asked to read/do.

Teaching Literature in Upper Secondary School

As stated in the introduction, the study of literature in English language education in Swedish school is mandatory for all students in all courses in upper secondary school. There are three courses in English that are offered to students: English 5, 6, 7. English 5 is mandatory for all students and they need to pass English 5 to finish their upper secondary education. English 6 builds on English 5 and English 7 builds on English 6. The content regarding literature is getting more advanced throughout English 5 -7. In English 5 the core content regarding literature states that the course should cover "[c]ontent and form in different kinds of fiction" (Skolverket 2011) compared to the core content in English 6 that states "[t]hemes ideas, form and content in film and literature; authors and literary periods" (Skolverket 2011). Finally, in English 7 the content regarding literature becomes even more complex and the curriculum states "[t]heoretical and complex subject areas, also of a more scientific nature, related to students' education, chosen specialization area, societal issues and working life; thoughts,

opinions, ideas, experiences and feelings; cultural expressions in modern times and historically, such as literary periods" (Skolverket 2011). In all three courses living conditions, social issues, traditions, cultural, historical and political conditions of different parts of the world where English is used are a big part of the course and the students need to read about some or all of those things (Skolverket 2011).

Even though this essay aims to take a closer look at language acquisition through literature teaching having the background on how we acquire language during early development can help us understand what motivates us to learn a new language at a later date. Teaching literature is not only something we do to pass the time in the classroom or because teachers think it is fun to teach literature. There are many reasons to teach literature in the classroom. One of them is clearly stated in the Swedish curriculum and that is learning about other cultures and traditions from other parts of the world (Skolverket 2011). Learning and empathizing about social issues and historical modern and political concerns from all over the world is something we learn about when reading literary books. However, reading is vital when acquiring a second language. According to Patsy M. Lightbown and Nina Spada the authors of *How Languages are Learned* (2013) reading is vital to our second language acquisition and that our second language acquisition does not heed the same principles that our first language acquisition. Lighbrown and Spada argue in a chapter that one can learn a language by listening and reading primarily and speaking is not what we should focus on just because speaking is the first thing we learn in our first language acquisition. Comprehending a language is possible without speaking it as proven in a study by Lightbown, and even the students that learned the language by listening and reading learned to speak the language at the same, or possibly even better, level than the children who learned by speaking the language (Lighbrown, Spada 2013 p.159-161). This notion that learners do not have to produce anything orally while learning a language goes against many traditional teaching methods when it comes to teaching and learning a language. There is this general concept in many schools and classroom that the teacher should teach the students the correct pronunciation and the students should mimic the teacher and thus learn how to produce language. According to the study presented in Lightbrown and Spada's book this approach does not contribute to language acquisition-

In the book *A Case for Teaching Literature in the Secondary School: Why reading Fiction Matters in an Age of Scientific Objectivity and Standardization* the author Janet Alsup examines how and why teachers should use literature and specifically fictional texts as an

educational tool in a school system that values non-fiction and informational or complex texts more than fictional texts (Alsup 2015 p.5). She goes through different reasons why reading fiction in a school setting is important. However, it is important to note that she examines reading from an American perspective and the students are native speakers of English which differs from this study where the students are not native speakers. Even if this is the case, the same principle applies and the conclusions she makes regarding English literature teaching seem to be comparable to the opinions surrounding literary education in Sweden. Some things we cannot take for granted as the schools differ and the curriculums and values differ quite a bit from a school in the United States and Sweden. Alsup has some very interesting points that would be interesting to look at while examining literary education in Sweden, primarily the power of literature and how it can have a positive effect on education, the individual and on society as a whole. Storytelling according to Alsup is one of the features that makes us human. While humans have not always been reading and writing novels, storytelling goes far back in human history. Literature makes us relate to and identify with other people's experiences and emotions, it fosters empathy and, according to some scholars, even affects altruistic behavior in humans (Alsup 2015 p.13). This is also something that as previously shown is integrated into the curriculum for teaching English in the Swedish school.

There are four main concepts that Alsup identifies when discussing teaching literature in school: Identification, Empathy, Critical thinking and Social action. Identification in literature teaching is according to Alsup one of the most important features when choosing how and what to teach in School. Students often say that they liked or disliked a particular novel because of the relatability of the characters and or setting. A novel that the students could identify with was identified as a 'good' novel and a novel that the students could not easily relate to was often disregarded as uninteresting, not fun to read or hard to understand (Alsup 2015 p.22).

The Survey

The survey consists of a questionnaire with fifteen questions in total. Eight of the questions are questions about how the students would rate their chance to succeed with a task relating to literature and why they think that they could or could not succeed with that particular task. The remaining seven questions are general questions about the students' reading habits and how they prefer to study literature. The main eight questions regarding the students' own ability to succeed with a task will not be presented in detail here, but the questionnaire will be

provided as an appendix at the end of this paper and a short summary of the questions will be provided in the next paragraph.

In short, the first question examines the attitudes toward reading a classic literary work and writing an essay about the novel. The second question examines the attitudes towards reading short stories and making a short oral presentation comparing living conditions and cultural and social differences between different English-speaking countries. The third question measures the attitudes towards reading a book of their choosing and writing a book report about the main characters and whether they would recommend the book to a friend. The fourth question examines the attitudes towards reading a YAN and comparing a few scenes from the novel to the corresponding movie. The examination method is open discussions about different topics in the novel and movie. The fifth question examines the attitudes toward reading a book chosen by the teacher and answering study questions. When the students have finished reading the book there is a written test on the content of the book based on the study questions. The sixth question deals with free reading of a book of the student's own choosing. The students are then asked to answer general questions about the book. The students are asked to write a book review and they are given feedback on their writing before they hand in their final draft. The seventh question deals with comparing extracts from two young adult novels, one extract from *The Hunger Games,* and the other extract is from *Divergent.* The task is to write an essay where the students compare the two main characters Katniss and Tris. Peer feedback will be applied before handing in the final draft of the essay. The eighth and final question is about another type of text, song lyrics. The task is to listen to and compare the political messages from six famous songs praised for their political message. The aim is to discuss and write a short essay about the message in the song.

The questionnaire was distributed to the students in their native language, Swedish and they were also asked to provide their answers in Swedish. The questionnaire could have been provided in English to the students, but this choice was eliminated since getting the most reliable result and eliminating any parameters that can influence the reliability of the study is the main focus. Having the students read and answer the questions in Swedish should provide the study with a more reliable and valid result. The questionnaire was distributed to the respondent during their regular lessons and it took the students approximately 20 – 30 minutes to answer the questionnaire. To avoid influencing the results the students were told to answer the questions truthfully and that there are no correct answers. To further avoid influencing the

respondents the students did not get any help responding to the questions since this could skew the results by measuring the wrong parameters.

The questionnaire was filled out the traditional way with a pen and paper instead of using a digital version. While a digital questionnaire could have reached more respondents thus giving a bigger response-pool and access to more data. This method was not used since having more respondents was not the aim of this survey. The aim was rather to study the results closely and analyze why the results look like they do since the questionnaire does not only rely on quantifiable data, but mainly on why the students answered in that particular way, and how teachers can apply this knowledge while tailoring their lessons.

The Respondents

The respondents are students from two different upper secondary schools in Sweden. The students study different programs and come from diverse backgrounds.

The first school that responded to the questionnaire was an upper secondary school just outside of Uppsala. The school has several different programs and approximately 500 students in total. This school has three different classes that participated in this study, one English 5 class, one English 6 class, and one English 7 class. The English 5 class had 30 respondents in total 22 females and five males as well as three unspecified respondents. The English 6 class had four respondents all of them unspecified, and the English 7 class had nine respondents, six females and three males. There were 43 respondents in total from school one.

The second school that participated in this study was a small upper secondary school with about 75 students. The second school was a much smaller school with one program. At this school, the respondents studied English 5, 6 and 7. In the English 5 class 23 students responded to the survey, three females and twenty males. In the English 6 class, ten students responded to the questionnaire, three were females and seven were males. In the English 7 class three students partook in the survey, all three of them were male. Important to note about the participants at this particular school is that there was a very low representation of females in this school, thus very few respondents are female. 36 students participated in the study from school two. In total 79 students took part in the survey regarding their attitudes to literary education.

The respondents were quite well-balanced concerning gender. The study has 34 female respondents and 38 male respondents and 7 unspecified respondents. While it is not the aim of this study to do any kind of gender analysis, it can be one factor to keep in mind since there

could be a gender bias present. If the results are heavily skewed towards a specific result gender could be one factor to consider looking into. Nonetheless, the responses are quite equally dispersed, and this is not something that will take up a big part of this study.

The by far biggest group of respondents were English 5 students. The representation from English 6 and 7 were very low since most of them had already finished their course or had a few big assignments to finish before graduation and could therefore not take part because of this reason. There were only twelve respondents from English 7 and fourteen respondents from English 6. Even if the representation from English 6 and 7 was very low the answers given by these respondents gave interesting results especially since both English 6 and 7 are non-compulsory courses, tailored for those that want to expand their knowledge towards a more scientific approach (Skolverket 2011).

Analysis and Results

The analysis will be divided into different chapters, and because this study has several different aspects, each different part will have a dedicated chapter and analysis. To start, the analysis is going to focus on the attitudes regarding teaching literature in schools as well as the students' general attitudes towards reading. Later there is an analysis on how students today consume literature. Then there is going to be an analysis on how to teach literature according to the responses from the survey will take place. After this, there is going to be a discussion regarding what material to teach to the students and lastly what method teachers should use to assess what the students learned. Lastly, there is a conclusion discussing how to apply the findings from this study to the classroom.

Attitudes Towards Literary Education

Starting the analysis, it is important to examine the students' own perception of how important (or not important) studying literature is to them. The respondents were overall positive towards studying literature. In English 5, only five students out of the 54 students answered that they did not think that reading and studying literature was important. The reasoning behind not finding reading to be an important task was mainly that the students voiced that reading is a boring activity, or that they do not like reading, or do not see a reason to read. One student stated that "I find that reading is a waste of time. Other things are more important." By contrast, 49 students answered that they thought reading and studying

literature was important. One of the main reasons that the students thought reading was an important activity in school, was that it increases vocabulary and general knowledge about the language, and that they learn to express themselves in ways in which they would not learn otherwise. One student acknowledged that reading helps with problem-solving.

The respondents from English 6 also had positive attitudes towards studying literature. Thirteen out of fourteen respondents answered that they thought reading was important in school. Similarly to the English 5 students, the main reasoning behind thinking reading is an important activity in school is that it increases vocabulary. The students also identified that reading helps with their writing skills and that their written language improves and gives the reader a better feel for the language and how to use it. One respondent also wrote that "[r]eading is important because there are studies telling us that it helps". The only student that did not find reading important wrote that "I don't see why it is important".

The attitudes in the English 7 course were all positive. The respondents said that reading novels helps with reading comprehension, and that it widens their perspective on the world when reading. It also increases vocabulary and puts new words in a context, so it is easier to learn how to use the words correctly.

How do Students Consume Literature?

Before taking a closer look at how to teach literature in school it is important to observe how students consume literature. Doing this should provide a better understanding of how to approach teaching literature in school. Tailoring literary teaching modules is dependent on how students read and consume literature. It should come as no surprise that if a student is a novice at reading it takes another type of planning than if the student has already mastered how to read and read often. Therefore, the following paragraphs will take a closer look at how students consume literature.

It is interesting to note how often students say they read. In English 5, 27 students said that they only read in school and 9 students said that they never read. Sixteen respondents stated that they read a few books a year and only one responded that they read often. In addition to the respondents from English 5 the respondents from English 6 expressed that eight students only read in school, two students never read, and only three students read a few times a year and only one read often. In English 7 four students said that they only read in school, and seven stated that they read a few times a year and one read often. In total 39

students only consume literature in school and 11 students say they never read at all. There are only 29 students who read regularly or semi- regularly during their day to day life.

This puts reading in school in another perspective since the respondents in this study state that most of them do not read unless they are in school. However, the authors of *Teaching Literature to Adolescents* did argue that students in today's society consume literature in other forms than in the traditional way. Because of this reading and studying literature in school has a big impact on how the students consume texts. If the students do not read in their spare time, the reading, and how to read in school can have a big impact on the student's reading habits. If educators can show the students that there are many ways to consume literature, the students might become bigger consumers or, at the very least, appreciate reading. Because of this, educators must consider that since the students almost exclusively encounter literature in school, making reading interesting and fun becomes very important. Many of the reasons behind not reading or not liking to read in school is according to this study that the students find that it is boring, or that there is no point to it other than just getting a grade on a paper.

Teaching Literature

The next few chapters will analyze how educators in Sweden should teach literature according to their students. There are infinite ways in which we can teach literature in schools, this study does not examine all ways, but it examines the most common ways to teach literature. This study uses authentic lesson plans to examine the students' intrinsic motivation and their self-efficacy to that specific task.

One of the methods examined in this essay is "choice in reading", i.e. giving the students' a choice in what they read in school. This can either be a choice of several different books selected by the teacher or a free choice made entirely by the student. Previous research has shown that giving students a choice in their reading material can improve their motivation since it can be hard to involve a student in a text if they cannot relate to the characters or the situation. Therefore, it is important to engage the student in the choice of text according to Beach et al. In this study many of the respondents engaged in a discussion about a choice in reading early in the survey even before reading the lesson plans. A good majority of the students showed a greater motivation towards having a choice in reading or in contrast stating that the teacher's choice in reading material is often boring and unengaging to the students. One student from the English 7 course wrote "[w]e only read classic novels and it becomes

very stale". Another student from the same course wrote "[s]ometimes you are not allowed to choose a book and it becomes very boring to read". A third student continued:" you take a chance if you are going to read a good novel or not".

The students who preferred having a choice in their reading material said that "[i]t's good when you get to choose a book by yourself or get to choose one from a selection of books so you can find one that's on your level". The next paragraph will examine the results from the lesson plans that had to do with a free choice of the reading material (Questions 3 and 6 in the survey) from the perspectives of both English 5, 6 and 7.

There is an overwhelming positivity towards choosing reading material in the respondents from English 5. The main reasoning behind wanting to choose their novel instead of reading a book that the teacher chose was primarily wanting to have an interest in the book. As well as wanting to get pleasure out of reading was also common "if you get to choose your own book, it might be a good one". Having an enjoyable time in school might not have a measurable effect on performance or motivation but it might give a higher motivation towards reading the novel, but not necessarily managing a task in school. A few students expressed opinions regarding having a more enjoyable time by choosing their reading material in school: "It's more fun if we can choose, if you choose what interests you it becomes easier to read" and "you get to adjust the reading material to your own interest and ability". If the students can choose the reading material themselves, it seems as if it would result in students being more engaged according to the respondents. One student wrote, "if I can choose the book myself, I have an interest in it thus the motivation is higher". Previous research on motivation and self-efficacy conclude that the students being involved in choosing their material can have a positive effect, although according to self-efficacy the type of task and mastering similar task previously does play a bigger role than the material.

In the English 6 and 7 courses, most of the respondents were positive towards choosing reading material, mainly because they feel more motivated to read a novel if they have a say in what they read. The students said: "[b]y choosing your novel it's easier to be captivated by it resulting in a better result". "If I get to choose my novel, I probably want to read it" and "[i]f I get to choose my own book I'll be more engaged". Thus, these attitudes correspond with the attitudes in English 5 as well as the previous research. Having a choice in reading material is important to increase motivation to complete a task in school.

However overwhelming the positivity towards having a choice in reading material is, one student in the English 6 course had a good point. He said: "by choosing your own book

you often impair the task. It is better if everyone reads the same book". While this is not necessarily supported by either previous research or this survey it is an interesting point of view that would be interesting to take a closer look at if the free choice of novels could have an either good or bad effect on the student's performances in school.

Combining reading and other media is another aspect that has been discussed in previous research since students nowadays do not consume the same media that previous generations did according to Beach et al. Therefore, it can be advantageous to use several different types of media while constructing lesson plans. In the survey, there were primarily two questions that dealt with combining different media. Those were questions four and eight. Question four dealt with reading parts of a novel and comparing different scenes in the novel to the corresponding scenes in the movie. Question eight used an entirely different textual media, interpreting song texts and listening to their political and cultural message.

Task 4, which dealt with a combination of two different media, classic media i.e. a novel and new media i.e. a movie, had an overall positive response. The task was to compare a novel to the corresponding movie. One student in English 5 said that "[i]t's easier to get a clear picture when you in addition to reading a book watch the movie". Another student in English 5 said "[i]t's always fun to watch a movie because it often differs from the novel. It's going to be easy to discuss differences, however, it might be hard to go into detail about it". A third student acknowledged that this type of task is more relevant to the present time and the student's daily life. In the English 6 course, a student said that "[i]t's good to mix novels and movies because it makes it less repetitive". A student from English 7 stated that "[i]t's an interesting idea to compare literature and movies, more creative and forward-thinking ideas make the task easier and more fun". Combining two different media formats and different approaches to a task is called *Multitextured teaching* and using this approach the teacher should use everything at their disposal to engage the students according to Beach et al. By using both traditional media and combining it with new media as shown in this task should help the students relate to the task and help them find something to relate to.

Task eight was, according to the respondents from the survey, hit or miss. Many students liked the task because it was different and interesting and because they like music "I really like music, consequently, it is a fun task" "[m]usic is fun, thus I am more motivated to do the task. It is interesting to analyze the messages in the text". Even if there were some positive comments there were many students who thought this task would be very difficult. These students had probably never completed a similar task thus not having the self-efficacy

and mastery experience needed to succeed. Some students said that they did not know how to analyze lyrics, or that they perceived the task to be complex. This is an interesting outlook from the students because it confirms that the students need to build on their previous experiences in order to feel as if they are going to achieve the result they want on that particular task. Examining how the respondents rated the task, they put it either at the top end of the spectrum at a 4 or a 5 or at the opposite end of the spectrum at a 2.

Looking at this result from a theoretical standpoint it is easy to understand why that is. This is a task that might be tailored to those who are more comfortable and have a higher self-efficacy already, therefore those that do not feel that they can fully succeed with the task gave it a low score since they might lack the skills and previous experiences to feel comfortable handling the task. Since self-efficacy is based on positive experiences with a certain task and not a subject as a whole, if the students lack the knowledge, they will rate their perceived ability to succeed in that task much lower, thus having a divide between positive and negative experiences. When the students were asked to rate what material they prefer to work with, music came in sixth place out of seven possible options.

When dealing with increasing motivation in education, mastery experience is one of the concepts that is linked to self-efficacy. As previously explained, mastery experience is the experience gained when finishing a task. This experience gives mastery over that particular set of skills. Gaining mastery experience should therefore be a top priority for students and teachers alike since it is liked towards a higher self-efficacy and motivation towards finishing and maintaining a task. In this study, there is a close correlation between the students' level of English education and their perceived ability to succeed in a task. Looking at Figure 1 below, one can see how English 5, 6 and 7 rated their ability to succeed in that particular task.

General motivation Q1-8 Graph 1
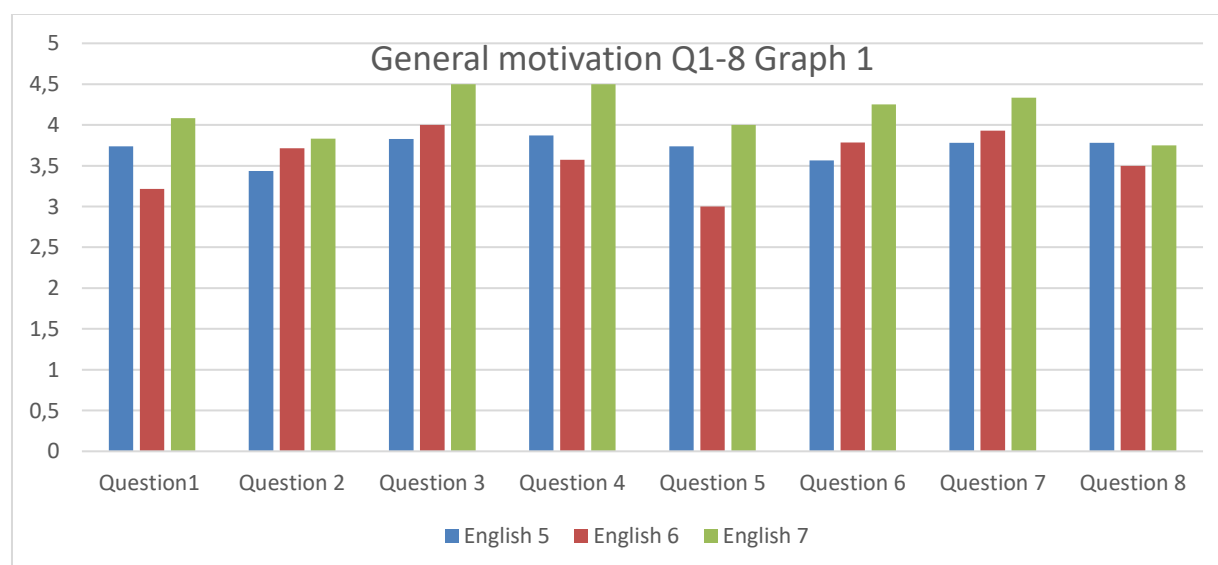
What stands out is that the students in the English 7 class rate their ability to succeed in a task higher than both English 5 and 6 throughout the graph. This could indicate that the students in the later courses have gained the mastery experience necessary to believe that they can succeed with the tasks to a level of mastery that they are pleased with. In addition, the students that generally rated their ability to succeed higher than the other students did so in almost every question indicating that if they have the necessary experience, they generally rate their ability to succeed higher since they have some type of mastery experience.

What and How do Students Want to Read in School?

What students read in school has a big effect on the students' self-efficacy and their development. In previous research the importance of using a media and a format that the students know and can relate to is important. In the previous chapter, we discussed what media the students prefer and that they want a choice in reading. This chapter will instead focus on what they read. In the survey, the students were asked to rate what types of texts they prefer to read. The texts they were asked to rate were: young adult literature, classics, shorter texts, extracts from texts, music, audiobooks, short stories, and non-fiction. In the graph below we can see how the three different courses rated these types of texts.
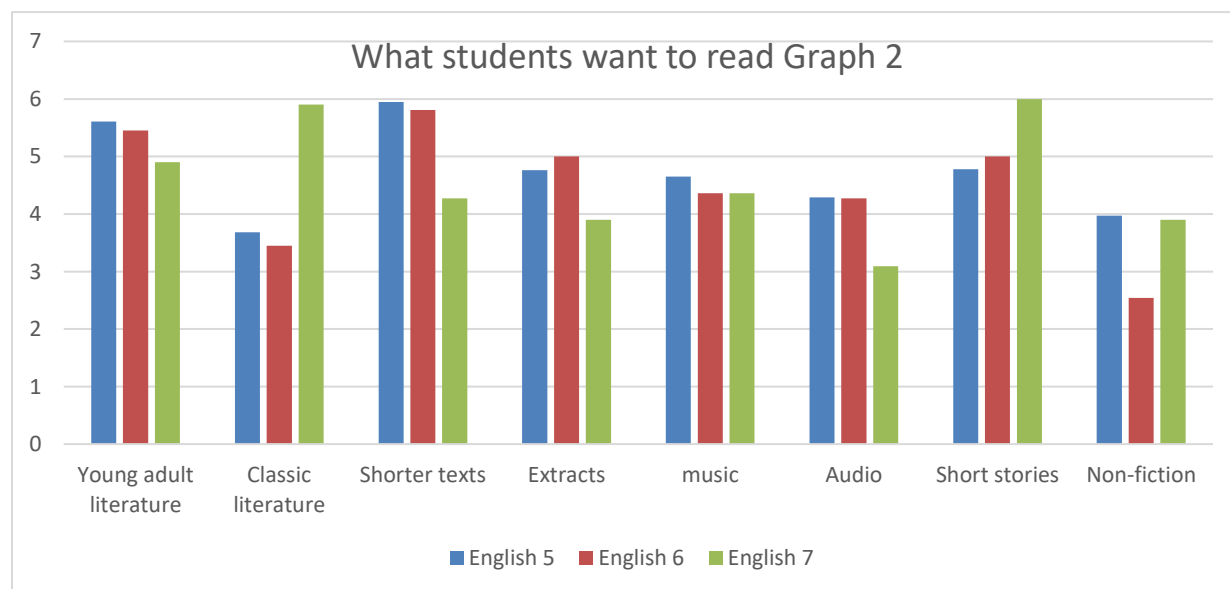
When looking at the graph, one conclusion that can be drawn is that the students prefer shorter texts since both short stories, extracts and shorter texts are some of the most preferred texts and can often be used interchangeably. However, if they were to read a novel-length book they do prefer, as the previous research in Beach et al indicated, to read young adult fiction. The type of texts that the students prefer to read the most are short stories / shorter

texts in general. In second place comes young adult literature. There were not that many respondents commenting on why they like YAL, however, one respondent wrote: "I prefer young adult literature because I enjoy reading it". There are however many reasons why the students could find young adult literature more enjoyable than classic literature. One of the reasons could be that YAL is a type of fiction is suited for the age group. YAL also often has easier language as well as having the benefit of depicting situations and characters that fit the modern adolescent more than classic fiction. This makes YAL easier to relate to for the students (Beach et al: 2016 p 44,50).

Contrary to my beliefs regarding audiobooks, it is not one of the primary ways in which students today want to consume literature. Audiobooks are rated at the second to last type of text that students want to work with in school. Even if some students regarded audiobooks as a good way to consume literature it was not highly rated for the typical student. However, audiobooks are one of the best ways to make sure that all students can participate in literary modules in school. In today's school, many different types of disabilities can hinder a student from being able to concentrate and read longer texts without struggling, Dyslexia and ADHD are two of the more common disabilities that audiobooks can help aid in. In addition to helping students with disabilities, some students find listening to audiobooks to be more relaxing than reading novels "[a]udiobooks are nice because they are enjoyable and it's not as stressful but rather relaxing".

Reading classical novels is not very highly rated according to the respondents in this study. However, as can be observed in the graph, there is an over-representation of English 7 students who prefer classical literature. Comparing this result to the results from English 5 and 6 the other students rate classic literature as one of the least preferred materials. The reasons behind this disconnect can be many different factors. Firstly, it can be a skewed representation due to the small sample size. Secondly, it can have to do with the English 7 having gained the necessary mastery experience that the English 5 and 6 classes are lacking, thus the students from English 7 are rating classical novels higher than the other students.

Many students stated that when reading classic literature in school, the teacher often decides what novel to read and that the novel is often boring, long and unengaging. As previously stated in this essay, the students want a choice in what they read, and they want to take part in the classroom. One student from the English 6 course, who rated classical novels at the worst type of reading material, wrote that: "I cannot read a book I do not find interesting. I will not remember any of it, and I will not understand it". A consensus from the

respondents is that when reading classical literature, the teacher often removes the choice from the reader and as stated in an earlier chapter, the students want to have a say in what they read to feel motivated "[i]f the teacher chooses the novel it's not in our interest to read it". Therefore, giving a choice in reading material should be more important than what they read. However, giving the students a choice in reading material, would students choose to read classical novels? According to this study, probably not. They would choose a shorter text or a young adult novel instead.

Different Examination Methods

Not only is the material that the students read and how they read the material important, it is also important to take a closer look at how the students prefer to be evaluated. At the end of the survey, the students were asked to rate different examination methods from best to worst method. Overall the students in all three courses agreed on what methods they preferred to be evaluated on. The methods the students were asked to rate were writing a review/book report, answering study questions, engaging in group discussions, writing essays, giving oral presentations or standardized testing.

Prefered examination methods Graph 3
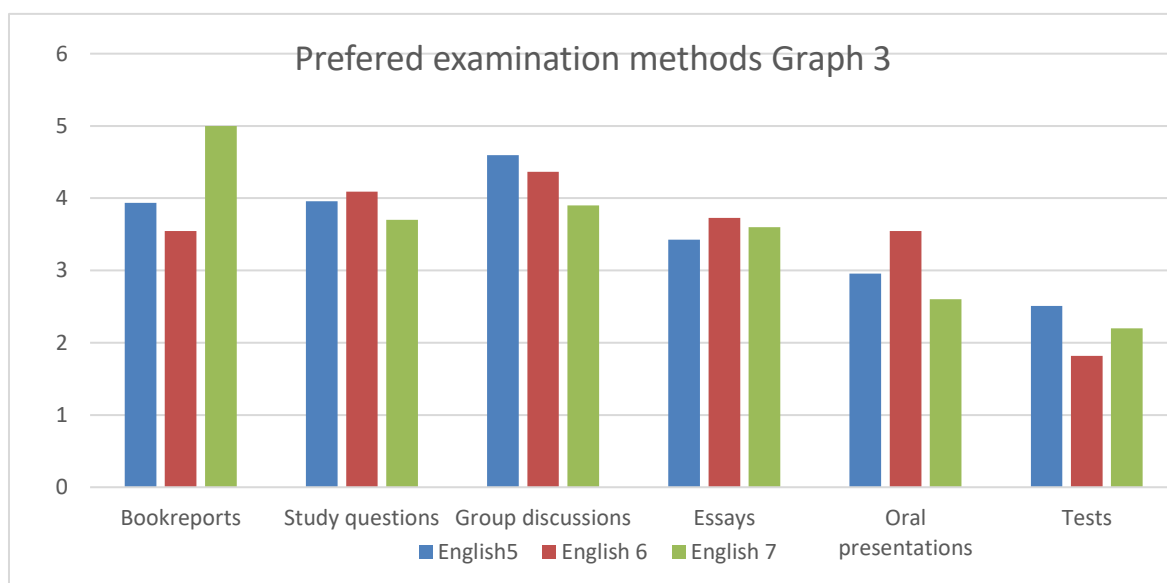
There are of course more methods to evaluate learning, however, these methods are commonly used in schools and are also part of the curriculum in English. The three methods that were the most highly rated were, writing book reports, answering study questions and having open group discussions about the reading material.

Writing book reports was one of the most commonly preferred method according to the respondents. Many respondents stated that they are familiar with this method. For example,

one student in the English 6 course wrote "we did this this year and I learned a lot from the book". Other students had the same opinion: for example, one student from the English 7 course wrote "this is something we've done a few times before and it is an approach I am used to". If the students are familiar with the method and have the experience according to self-efficacy theory, it should come as no surprise that this method is one of the most preferred methods. Even the students in English 5 who do not necessarily have the same experience as the students from English 6 and 7 were positive to this method even though they might not have the same mastery experience of having done a similar task before. The main reasons behind liking this method according to the respondents was that they knew of the method even if they did not have the same experience as the English 6 and 7 students. Writing book reports is also a common method used in other subjects, so it could be that they have the experience from other subjects since they seem to be familiar with the method. One student wrote "you can write in your own pace and about what you like". Of course, the students in English 5 may also have done this and gained the necessary experience to have high self-efficacy. Many respondents also said that it sounded like an easy task.

Group discussions were the second most preferred examination method. When comparing having open discussions with having an oral presentation most seemed to find the open discussions layout more forgiving and easier. Many students said that it is fun to discuss things and that it is easy to pass since they just have to be active and talk about the novel during the lessons. Yet, some students find communicating in a foreign language to be hard. One student in English 6 wrote "I find it hard to express myself orally and I don't usually take space in discussions"

Even if this examination method seems to be quite popular with the students, it brings a whole other level of difficulty to the teacher. It can be very hard for a teacher to evaluate the students' knowledge fairly. A student might have a hard time to engage in a discussion as one student said in this study, on the other hand, other students might take up too much space and not allow others to show their knowledge. When having group discussions, the teacher may have to divide the students into smaller groups and while listening in on one group miss a discussion or argument in another. Therefore, assessing students in this way can be tricky and can make assessing the students' knowledge hard or near impossible. If this examination method is used, the students should make up for a higher grade, or to just give a pass or failing grade due to the nature of this examination method.

Using study questions as an examination method is the third most preferred method. One student said that; "answering simple questions about a text is easy" Using a concrete format like answering questions while reading a novel gives some type of security with the students since they know what to do. A few students said that they have gained some experience from similar assignments. Thus, since they have gained mastery over that type of assignment doing a similar task again should give them a higher sense of motivation according to the self-efficacy theory.

Writing essays is in fourth place of preferred examination methods according to this study. Writing essays is also a common method to apply to teaching literature in school as well as in other types of situations that do not only have to do with reading. The respondents were mostly concerned with the topic of the essay regarding if they would succeed with the task or not. Most seemed fine with writing an essay if they were familiar with the topic, which is in line with self-efficacy theory and gaining the necessary mastery experience to be able to succeed with a task.

In fifth place as the preferred method of assessing literature are oral presentations. While this is not that surprising there is a big divide between the respondents on how they rate this method. Many students prefer to do something orally rather than in writing but on the other hand, many students are simply not comfortable speaking a foreign language especially not in a semi-formal or formal setting. Comparing, for example, the other oral examination method, group discussions having oral presentations is a more formal setting that takes more preparation to achieve to a high standard thus many students might not have the necessary experience to feel as if they can achieve the goal.

The worst method to use according to the respondents of this study was, not surprisingly, standardized testing. Standardized testing came in sixth place according to the respondents in all three English courses. This is also supported by previous research as well as regarding what we know about formative and summative assessment. Summative assessment is often used in standardized testing since it does not require any type of feedback or chance to improve the final product. Formative assessment, on the other hand, is based on feedback and learning instead of just testing knowledge. Formative assessment is an ongoing practice to improve the pupil's knowledge over time, summative assessment is because of this not the preferred method to assess knowledge to use when wanting to improve self-efficacy in students.

Conclusion

Measuring upper secondary school students' motivation for studying literature gave some interesting results. Much of what this study examined seemed to match what has already been written about this topic. However, the focus of this study was primarily on how we can motivate EFL learners to read and study literature. Most of the previous research has focused on how to teach literature to learners that already have English as their native language. In the following paragraphs the results of this study are going to be summarized.

The first question that this essay set out to answer was: How do students rate their ability to succeed in different tasks relating to English literary education? The students rate their ability to succeed with tasks regarding literature very well as can be seen in Graph 1. The students were asked to rate their ability to succeed on a scale from 1-5, generally they rated their ability to succeed on average at 3 according to the average value. Since the average value is 3 or higher on all tasks over the three response groups, the conclusion that can be drawn is that generally the students think that they can succeed with the tasks provided, but there are tasks that have a higher rate of success and educators should focus on the tasks and the material that are rated highly by the students if they want to motivate their students.

Furthermore, the attitudes towards reading in school and studying literature are positive according to the respondents in this study. There was only a fraction of the respondents in this study that were not positive towards studying literature in school. The students seemed to be well aware of the positive impact reading can have on their language development and vocabulary. Even if this is the case, there are some things that educators should keep in mind while tailoring literary modules to engage and motivate their students. Primarily educators should keep in mind how and what material they choose, as well as how to assess the students at the end of the task. The goal should be to provide a positive learning environment to give the students the necessary experience to heighten their self-efficacy and motivation.

The main question that this essay set out to answer was: Which are some of the best ways to teach literature to students from a motivational standpoint? The answer to this question has mostly to do with how to choose the material and how to assess what the students learned from the literary module. Firstly, when choosing material both the previous research, as well as the respondents in this study concludes that: If the teacher wants to engage their students and motivate them to read, it is important to engage the students in what they read. Giving the students a choice in what they read was shown to be paramount in motivating the students to read and study literature. The students prefer to read shorter texts,

extracts or young adult literature. If the students are experienced readers. Using classic literature might be the next step in developing literary knowledge. Including different material, for example, film to complement the reading seems to be a good technique to motivate the students and help them develop analytical skills.

When assessing learning when teaching literature, many different examination methods can be applied. This study showed that using standardized testing is the worst method if wanting to motivate the students. Most students seemed to find this method hard. Instead of using standardized testing, writing book reports, essays or using group discussions or answering study questions seem to be the preferred methods. Oral presentations, on the other hand, can be either a good or a bad examination method depending on the group. Many students expressed having a hard time communicating in front of others in a formal setting, while others said that they prefer this type of examination over written examination since they prefer speaking over writing. By knowing the group and giving a choice in examination method giving some students the option to choose might be a good method to use.

To conclude this essay. The results seemed to mostly match what is written in previous research, but to get a greater understanding of how to motivate students there needs to be more research done on how to motivate EFL learners. While this study gives a good indication of how to motivate EFL students, more research is needed on this topic since there are some inconsistencies due to the size and the representation in this study. The results of this study are: Give the students a choice in how and what they read, and they will hopefully have a higher sense of ownership of the task thus giving them a higher chance to feel motivated, thus increasing their self-efficacy.

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Appendix 1

Motivation till litteraturundervisning i Engelska

Namn: Klass: Kurs: Kön:

Du kommer att få ett antal frågor om litteraturundervisning. Du ska värdera hur väl du tror att du kommer att klara av uppgiften. Om du tror att du kommer klara av uppgiften väl ger du ett högt värde (5 är högst) om du inte tror att du kommer klara av uppgiften ger du ett lågt värde (1 är minst). **Samtliga frågor handlar om texter på engelska**.

Du kommer även motivera varför du tror att du kommer klara / inte klara av uppgiften.

Hur ofta läser du? (Kryssa i det svaret som passar bäst)

○ Jag har alltid en bok på gång.

○ Jag läser några böcker om året.

○ Jag läser enbart i skolan.

○ Jag läser aldrig böcker.

Tycker du att läsning är viktigt?

○ Ja

○ Nej

Varför?_____

_____

Vad tycker du om läsning i skolan? (Motivera) _____

_____

Läser du något på engelska?

○ Ja, ofta

○ Ja, Ibland

○ Nej, aldrig

Du får nu ett scenario förklarat för dig om litteraturundervisning i klassrummet. Motivera hur väl du tror att du kommer klara av uppgiften. <u>Ringa in rätt siffra.</u>

1) Klassen ska tillsammans läsa *en klassisk brittisk roman*. Hela klassen kommer att läsa samma roman som är vald av er lärare. Ni kommer läsa boken hemma och i skolan har ni *bokdiskussioner* i smågrupper. Ni får ett antal sidor och ett antal frågor som ni ska besvara varje vecka.

   När ni har läst boken ska ni *skriva en uppsats* på engelska om ett valfritt tema i boken (tex kärlek, krig, avundsjuka etc.).

Hur väl tror du att du kommer att klara av uppgiften med ett betyg som du är nöjd med?

Inte alls   Ganska väl   Helt

1---------------------**2**----------------------**3**----------------------**4**--------------------**5**

Varför tror du att du kommer klara / inte kommer klara uppgiften? Motivera ditt svar nedan.

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2) Klassen kommer under ett antal veckor arbeta med engelsktalande länder under era lektioner. Er lärare har förberett *fyra korta noveller* från olika delar av den engelskspråkiga världen som handlar om hur en tonåring lever sitt liv där.

Ni ska läsa dessa noveller och *jämföra levnadsvillkor och kulturella och sociala skillnader* mellan de olika engelskspråkiga länderna. Du kommer att välja en novell där du lär dig mer än landet och om hur livet ser ut där. Du kommer göra en *muntlig presentation* i mindre grupper på engelska kring det valda landet.

Hur väl tror du att du kommer att klara av uppgiften med ett betyg som du är nöjd med?

Inte alls   Ganska väl   Helt

1----------------------2----------------------3----------------------4--------------------5

Varför tror du att du kommer klara / inte kommer klara uppgiften? Motivera ditt svar nedan.

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3) Klassen får reda på att det är dags att arbeta med litteratur på engelska. Ni ska välja *en valfri bok* som ni kommer att läsa under de kommande veckorna. ni får även lyssna på böcker eller läsa den digitalt. Ni får välja vilken typ av bok ni vill, ungdomsböcker, klassiska romaner etc. Boken måste dock vara minst 100 sidor lång och vara på engelska.

Du får i uppgift att *skriva en bokrapport* där du ska summera vad boken handlar om, beskriva huvudpersonen, förklara vad som var bra / mindre bra med boken och om du skulle rekommendera boken till en klasskompis och varför.

Hur väl tror du att du kommer att klara av uppgiften med ett betyg som du är nöjd med?

Inte alls   Ganska väl   Helt

1----------------------2-----------------------3-----------------------4----------------------5

Varför tror du att du kommer klara / inte kommer klara uppgiften? Motivera ditt svar nedan.

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4) Klassen kommer att läsa en välkänd ungdomsbok tillsammans. Läraren förklarar att ni även kommer att arbeta med den filmatiseringen som gjorts av boken. Ni kommer att läsa boken och kolla på filmen och göra en jämförelse mellan dessa två medier.

Fokus ligger på att identifiera hur man ändrar i en bok för att det ska fungera som en film. Ni kommer att arbeta med ett antal scener i boken och filmen och *jämföra dessa i diskussionsgrupper*. Är de lika eller olika varandra? Varför då tror du? Fungerar filmen eller boken bättre när det gäller att beskriva känslor? Vad saknas i filmen som finns med i boken? Finns något i filmen som inte finns i boken? *Om du deltar aktivt i diskussionerna på lektionstid blir du godkänd. Om inte kompletterar du skriftligt.*

Hur väl tror du att du kommer att klara av uppgiften med ett betyg som du är nöjd med?

Inte alls   Ganska väl   Helt

1----------------------2-----------------------3-----------------------4----------------------5

Varför tror du att du kommer klara / inte kommer klara uppgiften? Motivera ditt svar nedan.

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5) Klassen kommer att *läsa en bok som er lärare väljer* tillsammans. Boken är ca 200 sidor lång och den ska läsas över 4 veckor. Varje vecka kommer ni att behöva *besvara instuderingsfrågor om boken* under tiden som ni läser den. På lektionerna diskuterar ni dessa frågor i grupper ca 5 frågor / vecka.

   När ni avklarat boken så får ni ett *prov* där ni ska besvara frågor om boken. Dessa frågor är baserade på det ni har diskuterat under lektionerna men är inte helt identiska. *Ni behöver över 50% rätta svar för att bli godkända.*

Hur väl tror du att du kommer att klara av uppgiften med ett betyg som du är nöjd med?

Inte alls   Ganska väl   Helt

1----------------------2-----------------------3-----------------------4----------------------5

Varför tror du att du kommer klara / inte kommer klara uppgiften? Motivera ditt svar nedan.

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6) Klassen får i uppgift att välja *en valfri bok* som är skriven på engelska. Ni ska läsa boken och svara på generella frågor om den. Tex Vem är huvudpersonen? Vilka andra karaktärer är med i boken? Hur tror du att boken kommer sluta? etc.

   Du skriver *en recension* av boken på engelska där du får hjälp och *feedback* av din lärare när du skriver för att förbättra ditt skrivande. Bokrecensionerna delas sedan med dina klasskamrater genom *en kort muntlig presentation*.

Hur väl tror du att du kommer att klara av uppgiften med ett betyg du är nöjd med?

Inte alls   Ganska väl   Helt

1----------------------2-----------------------3----------------------4----------------------5

Varför tror du att du kommer klara / inte kommer klara uppgiften? Motivera ditt svar nedan.

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7) Klassen får två korta utdrag ur två kända ungdomsböcker av läraren. Den ena är från *The Hunger Games* och den andra är från boken *Divergent*. Din uppgift är att läsa dessa utdrag och *jämföra de två huvudpersonerna* Katniss Everdeen och Tris Prior från de två romanerna. Du ska skriva hur de liknar varandra men även hur de skiljer sig från varandra, deras styrkor och svagheter, vad som motiverar de till att gå emot samhället samt hur världarna där de lever liknar och skiljer sig från varandra.

Du kommer att jobba med *feedback tillsammans med en annan elev* där ni läser varandras texter och ger förslag på förbättringar innan läraren får texten för bedömning.

Hur väl tror du att du kommer att klara av uppgiften med ett betyg som du är nöjd med?

Inte alls	Ganska väl	Helt

1----------------------2-----------------------3-----------------------4----------------------5

Varför tror du att du kommer klara / inte kommer klara uppgiften? Motivera ditt svar nedan.

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8) Klassen kommer nu arbeta med sångtexter istället för böcker. Ni kommer att diskutera era favoritgenrer och hur man förmedlar ett meddelande i sångtexter. Det är mycket vanligt med politiska meddelanden i sångtexter. Ni kommer lyssna på *Beds are burning* av Midnight Oil, *Meat is Murder* av The Smiths, *Sunday Bloody Sunday* av U2, *Killing in the Name* av Rage against the machines, *Imagine* av John Lennon och *Another Brick in the Wall* by Pink Floyd. Dessa sånger är välkända för sina politiska budskap. Ni kommer att *diskutera* dessa sångtexter i klassrummet och de budskapen som texterna innehåller. Du kommer att välja en sång, antingen av dessa exempel eller en valfri sång som även den använts som någon form av protest. Du ska *analysera texten och skriva en kort uppsats* på engelska kring meddelandet i sångtexten.

Hur väl tror du att du kommer att klara av uppgiften med ett betyg som du är nöjd med?

Inte alls	Ganska väl	Helt

1----------------------2-----------------------3-----------------------4----------------------5

Varför tror du att du kommer klara / inte kommer klara uppgiften? Motivera ditt svar nedan.

_____

_____

_____

Vilken typ av uppgift föredrar du att göra när du ska studera litteratur? Rangordna från 1 (Bäst) till 6 (sämst)

○ Skriva bokrecension/rapport

○ Svara på instuderingsfrågor

○ Gruppdiskussioner

○ Skriva en uppsats

○ Muntlig presentation

○ Prov

Vilken typ av text föredrar du att arbeta med? Rangordna från 1 (Bäst) till 8 (sämst)

○ Ungdomsböcker

○ Klassiska romaner

○ Kortare texter

○ Utdrag ut böcker

○ Musik eller liknande texter

○ Ljudböcker

○ Noveller

○ Faktaböcker

Vilken av de 8 lektionsuppläggen föredrar du? Varför?

_____

_____

_____

Tack för ditt deltagande! /Martina