

PERCEPTIONS AND USE OF LITERATURE BY FINNISH  
UPPER COMPREHENSIVE SCHOOL EFL TEACHERS

Bachelor's thesis  
Valtter Kolehmainen

UNIVERSITY OF JYVÄSKYLÄ  
DEPARTMENT OF LANGUAGE AND COMMUNICATION STUDIES

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<p>Oikeiden materiaalien valitseminen englannin kielen opetuksessa Suomessa on erityisen tärkeää. Erityisesti monilukutaitojen sekä monikulttuurisuuden merkityksen kasvaessa, on monipuolisten tekstimateriaalien hyödyntäminen aiempaa merkityksellisempää. Kaunokirjallisuus yhdistää kielen lisäksi kulttuurillista diskurssia, jonka takia se voi toimia monipuolisena opetustyökaluna. Kompleksisuutensa takia kaunokirjallisuus voi kuitenkin olla haastavaa sisällyttää oppilasinklusiivisesti ja toimivasti vieraan kielen opetukseen.</p> <p>Tämän tutkielman tarkoituksena on selvittää miten suomalaiset yläasteen englantia vieraana kielenä opettavat opettajat kokevat ja käyttävät kaunokirjallisuutta opetuksessa. Tutkielma toteutettiin Webropol kyselynä, joka jaettiin Suomen englanninopettajat ry sekä Englannin opettajat Facebook ryhmiin. Kyselyyn osallistui kokonaisuudessaan 29 henkilöä.</p> <p>Tutkimuksen tulosten perusteella ilmeni, että yläasteen englannin opettajat näkevät kirjallisuuden positiivisena asiana. Tämän lisäksi suurin osa vastaajista hyödyntää kaunokirjallisuutta opetuksessaan. Englannin opettajat kuitenkin hyödyntävät suhteellisen vähän kirjallisuutta opetuksessaan. Vastaajat kokevat, että autenttisten tekstien hyödyntäminen tekee opetuksesta monipuolisempaa ja vastaa erilaisten oppilaiden erilaisiin tarpeisiin. Vastaajat myös mainitsevat, että autenttiset tekstit opettavat kulttuuria sekä kielitaitoa oppilaille. Tuloksista selvisi kuitenkin myös, että monet opettajat kokevat omat taitonsa kirjallisuuden opettamisessa puutteellisiksi. He myös kokevat, että heidän aikataulunsa ei salli kirjallisuuden sisällyttämistä opetukseen.</p>	
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## 1 INTRODUCTION

In English as a foreign language (EFL) teaching, choosing the right materials for teaching can be imperative for successful language learning. According to the Finnish Core Curriculum (Finnish National Agency for Education 2014: 348), EFL teachers need to incorporate different kinds of texts into their teaching. Furthermore, the Finnish core curriculum (Finnish National Agency for Education 2014: 16-23) places heavy emphasis on *authentic materials*, and on how they facilitate both multiculturalism and multiliteracy. Especially when moving to upper comprehensive school levels, the use of more varied text types are encouraged in order to facilitate the differing interests and skill levels of different students (Finnish National Agency for Education 2014: 348-352). However, prior research indicates that foreign language teachers have a tendency to favor textbooks over other teaching materials (Luukka, Pöyhönen, Huhta, Taalas, Tarnanen & Keränen 2008: 94). All of this then begs the question: what teaching materials are considered authentic and how EFL teachers perceive such materials?

One prevalent type of *authentic material* is literature. The appeal of literature in language teaching comes from its authenticity as linguistic material, but also from its ties to larger cultural discourses (Carolli 2008; Hall 2015). In fiction in particular, the writer communicates their world views and culture in the text. The reader, in turn, can then partake in the discourse by deciphering the text through their own experiences and culture (Mishan 2003). However, the cultural and linguistic complexity of literature could also hinder some students' language learning. In addition, teachers' chosen methods in conjunction with the chosen literature can have a strong impact on how successful the implementation of literature in EFL teaching is.

The aim of the present study was to research Finnish EFL teachers' general attitudes towards literature and how literature is being utilized in EFL teaching. There has been a variety of prior studies investigating how EFL teachers in Finland utilize different kinds of teaching materials, but so far only few of these studies have focused specifically on how EFL teachers in upper comprehensive school perceive literature and use its use in their teaching. The present study seeks to answer, why teachers choose to use or not use literature, what kinds of practices they utilize to incorporate literature into their teaching and what teachers think of literature in EFL teaching.

The present study is structured as follows. Section 2 will focus on the effects of literature on foreign language teaching, and how its use can be implemented, and how it is currently used in Finnish foreign language teaching. Section 3 will explain the research questions, data and the

analytic methods of the present study. Section 4 and 5 will cover the analysis of the data and further discussion based on prior research on the topic. Finally, section 6 will conclude the study and will discuss the limitations of the study and the potential for future research.

## **2 LITERATURE AND FOREIGN LANGUAGE TEACHING**

This section focuses on defining the term literature and describing the relevant research conducted on the pedagogical benefits and downsides of literature in foreign language teaching. In addition, research on how foreign or second language teachers utilize literature as a teaching resource will be presented. The aim is to present literature as a linguistic cultural discourse. This section will also discuss why literature is viewed as a good language learning resource, but also exemplify the problems literature in language learning can provide for students and teachers. Understanding literature, its pedagogical advantages and disadvantages and how teachers can use literature, provide the necessary framework for the present study's research questions and data gathering.

Before discussing the central theoretical framework, it is important to define *literature* as a term and what connotations it has. The Oxford English Dictionary (2020) defines the term as any textual material produced by writing, for example scientific writings, fiction writing, poetry or brochures. However, broader definitions for literature have been provided by researchers in the field. For example, Ahvenjärvi and Kirstiä (2013: 9) state that literature does not have to be solely textual material, but can incorporate multimodal features into it, for example illustrations in books or pictures in manuals. The most important definition for literature, in terms of pedagogical practices, is provided by Mishan (2003), Carolli (2008) and Hall (2015) who contend that literature is part of a wider cultural discourse, where the linguistic material communicates the writer's cultural identity and values. Thus, the reader responds to the text by viewing it through their own culture and experiences (Ahvenjärvi and Kirstiä 2013: 13). For the purposes of the present study, I will be limiting the definition of literature to apply to fiction literature only, which includes prose, poetry and drama.

### **2.1 Literature as a resource for second language learning**

The recent research into literature as a resource for second language learning has mostly focused on its holistic pedagogical benefits. According to Carolli (2008) and Hall (2015) literature is not only an opportunity to expose students to the target language's culture, but to simultaneously provide students with an opportunity to improve their linguistic capabilities.

Hall (2015: 104) states that literature provides students a possibility to explore different cultures practices and values through the writer's point of view. At the same time, students have a possibility to reflect on their own identities and other cultures by exploring "universal themes" such as love or death (Ghosn 2013: 7). However, the student is not a casual observer, but also takes an active part in analyzing and deciphering the meaning of the text (Carolli 2008: 18; Hall 2015: 148). The students are actively participating in the wider discourse by providing their interpretations of the text from their own cultural perspectives (Carolli 2008: 15-18; Ahvenjärvi and Kirstiä 2013: 60).

In addition to being culturally informative, literature also provides students with linguistic knowledge. Mishan (2003) states that good literacy skills are a combination of both cultural competence and linguistic skills. Ezeokoli (2016: 60) mentions in his research that students learn new words and expressions by deciphering the author's stylistic choices. Thus, by exploring the cultural significance of texts, the student is simultaneously expanding their vocabulary and grammar skills. Similarly, Pellicer-Sánchez and Schmitt (2010: 43) noted in their research that significant incidental vocabulary learning is possible when reading authentic target language literature. Zhang and Webb (2002: 124) however mention that using bilingual or glossed books, where words are explained to the reader, could provide the reader with significant vocabulary learning. Hatami (2017: 76-77) also notes that incidental vocabulary acquisition occurs when reading and listening to texts being read out loud. According to Hatami (2017: 77), vocabulary skills were improved by listening, but reading yielded better overall results. This was attributed to the participants focusing more on form and meaning when reading the text by themselves. However, it is important to note that Hatami's (2017) research does not specifically focus on fiction literature, but still reveals important information about reading, listening and incidental vocabulary acquisition. Literature provides students with a chance to not only to gain a further access into the target language's culture but to improve their linguistic capabilities.

However, it is important to note the difficulties that inclusion of literature in second language learning can have. Carolli (2008: 92) and Pellicer-Sánchez and Schmitt (2010: 44) state that even though linguistic and cultural learning are possible through literature, they are tied to the student's motivation and attitude towards learning the target language and towards the used literature. Students who do not perceive literature as useful or experience struggles with certain words for example, might have more negative learning outcomes (Ghosn 2013: 74 and Carolli 2008: 92). For example, unknown words might prevent the student from observing the text's

subtext or cultural nuances (Erten and Razi 2009: 71). Not only can the student's linguistic deficiencies hinder the reading experience, but the cultural gap between the reader and the text can also make the text inaccessible to the reader (Carolli 2008: 10). According to a study by Erten and Razi (2009: 70), cultural familiarity with a text can reduce the reader's cognitive load, which helps the reader to focus on the linguistic aspects of the text. Designing appealing and inclusive teaching practices with literature can prove to be difficult for teachers seeing as an increasing amount of students have inadequate literacy skills in Finland (Ministry of Education and Culture 2019: 22-24). However, good student motivation in conjunction with proper pedagogical practices can make literature more accessible to more students (Mishan 2003: 103).

## **2.2 Teachers' role and literature in second language learning**

Understanding the benefits and limitations literature can have in language teaching further puts focus on teachers' teaching methods and attitudes towards literature. The teacher is responsible for their students language learning and in the context of literature, they are responsible for their students' interest in the used literature. The teacher is considered the mediator between the student, the writer and the text's cultural discourse (Ahvenjärvi and Kirstiä 2013: 60). According to Carolli (2008: 10) and Hall (2015: 1-4) second language teachers should aim to educate their student's on literature's holistic features, making them view the writer's stylistic choices from a cultural perspective and reflect that to their own experiences while focusing on the linguistic elements of the text. In addition, teachers should encourage students to enjoy reading literature. Even though enjoyment of literature and reading skills develop in students' everyday lives, enjoyment of literature can still be viewed as a skill taught in school by teachers (Hall 2015: 101). However, as Paran (2008: 480) points out, foreign language teachers often lack the formal training or do not perceive themselves qualified enough to teach literature. Teachers can thus struggle with finding suitable methods of teaching or perceive literature as unapproachable. This might explain why many second-language teachers opt to leave literature out of their teaching curriculum in Finland (Luukka et al. 2008: 94).

As said, teachers have to be aware of the sufficient teaching methods and suitable texts when using literature in second language classrooms. Carolli (2008: 13) argues that simplified texts can still be perceived as "authentic" to student and their simplified language features make the texts more comfortable to read. Carolli (2015: 94) asserts that teachers should not be afraid of using complex literature even for younger or less experienced learners as it can prevent potential

cultural learning students can gain from literature. According to Carolli (2008: 93) the teacher should direct the student's attention onto the stylistic choices of the author and discuss the meaning behind those choices when using literature. This, in turn, leads to holistic learning through literature. However, Mishan (2003: 101-103) recommends that teachers use more contemporary literature, poetry or fairytales due to the fact they are more accessible on a cultural level. This sentiment is also shared by Ghosn (2013: 75) who argues that children's stories can be valuable teaching tools, thanks to their accessible cultural morals and simple language use. Erten and Razi (2009: 70) also propose the use of nativized literature, as it lessens the gap between the reader and the text's culture, allowing the reader to focus on the text's linguistic and cultural aspects with less cognitive load.

However, in order to successfully include literature into teaching, teachers have to choose effective teaching methods in the classroom. Hall (2015: 114-115) argues that literature mediated by teacher's notes or lecturing distract the student's from participating in the chosen literature's discourse. Literature teaching in second language education focuses mainly on either the cultural elements or the linguistic elements instead of viewing literature as a holistic language learning experience (Hall 2015: 123). Similarly, Carolli (2008: 13) states that notes and pre-reading questions can distract the student from viewing the text as a cohesive whole. However, it is argued by Ezeokoli (2016: 59) that choosing only one way of using literature in a classroom is not effective. The teacher should use a variety of tools to approach those who might be struggling with the text or feel unmotivated when using literature in second language teaching.

Even though teachers might have a variety of ways to approach literature in a classroom, second language teachers still often leave literature out of their teaching. As argued above, this is very likely due to the lack of formal training on literature and the teaching methodology tied to it (Paran 2008: 480). Lack of training and teacher perceptions could also explain the exclusion of literature in Finnish second language teaching as well. If literature were to be included in second-language teaching, it would require sufficient skills and training from teachers, and in many cases that is not possible.

### **2.3 Previous research on Finnish teachers' use of literature**

The existing research on Finnish foreign language teachers' use of literature in teaching is very limited. The research seems to be mainly divided into the research of teaching methods used by



teachers, and into the study of the benefits of literature in classrooms. However, there does not seem to be an extensive study exclusively on the use of literature in English classrooms.

Before investigating the previous research on literature use, inspecting the 2014 Finnish core curriculum for basic education is necessary to gain a better understanding of Finnish teaching practices. According to the Finnish core curriculum for basic education, multiculturalism and cultural awareness are of high importance to Finnish language education and education in general (Finnish National Agency for Education 2014: 16-23). The curriculum emphasizes the importance of cultural appreciation and cooperation between different cultures. This is achieved by focusing education on improving students literacy skills with a variety of authentic texts and representations of the target cultures (Finnish National Agency for Education 2014: 22-23). This is especially apparent in second-language teaching, where cultural teaching is emphasized. Second language teachers are encouraged to use different kinds of authentic texts to expose students not only to the target language, but to the cultures tied with it (Finnish National Agency for Education 2014: 348-350). Even though the Finnish curriculum emphasizes the use of various different texts to teach culture, the specific nature of these texts are never explicitly specified. This leaves plethora of opportunity for teachers to use different kinds of texts in their teaching. This can for example include fiction writing, but also non-fiction such as news, blogs or textbooks. Since the curriculum can be interpreted in various ways, this can lead to differing ways in which second teaching is practiced and what materials are being used.

The most notable study conducted on teacher's teaching methods was conducted by Luukka et al. (2008), who studied both foreign language teachers and Finnish teachers teaching practices and attitudes when using different texts and literature in classrooms. However, it is important to note that even though EFL teachers are included in the study, they are a part of a larger group which encompasses all foreign language teachers. In other words, the research does not provide information on EFL teachers literature use specifically. The study also included students' perceptions of various forms of media and literature. The aim of the study was to investigate how teachers and students use texts in their daily lives and how that reflects on teaching methods used by teachers. According to the study, the role of the textbooks seem to be more significant among foreign language teachers than the use of prose-literature (Luukka et al. 2008: 94). A large majority of foreign language teachers seem to either use very little literature, or none at all (Luukka et al. 2008: 94). This is also reflected on teacher's reading practices. The amount of time spent in reading prose literature differs considerably between teachers. Around

10% of the participants answered that they never read literature on their spare time (Luukka et al. 2008: 201-202). Prose literature is also the least used form of media when searching for teaching materials (Luukka et al. 2008: 205). According to Luukka et al. (2008: 94), instead of prose literature, the most prevalent pieces of media in foreign language classrooms are textbooks.

Another extensive study was conducted by Harjanne, Reunamo and Tella (2015) as a part of the international KIELO survey. The aim of this study was to gather information on Finland's foreign language teaching methods and practices based on foreign language teachers' perceptions. The findings were very similar to those of Luukka et al. as they state that foreign language teachers prefer textbooks over authentic materials. According to Harjanne et al. (2015) authentic materials seem to be the least utilized resources in teaching alongside ICT. Harjanne et al. (2015) also point out that the prevalence of communicative and oral tasks in foreign language teaching seem to be the most used methods in foreign language teaching.

Similar findings were reported by Korhonen (2014), who studied the teaching methods used by foreign language teachers in her master's thesis. The main aim of the study was to uncover what kind of teaching methods language teachers prefer. According to the study, teachers feel more positively towards communicative and innovative teaching methods. However, 80% of the participants also mention that authentic materials are still a valuable resource in language teaching, which might indicate that some teachers still value literature in teaching (Korhonen 2014: 75-76). The study reveals more information about teacher's attitudes towards certain ways of teaching, but does not tell us how certain teaching methods are used or how these teacher perceptions might correlate with the used methods.

Other studies in the field include Häggblöm's research (2006) which focuses more on students' perceptions and the benefits of using literature in language teaching in the context of a Finnish Swedish speaking primary school. The study itself does not focus on how literature is currently being used by teachers, but on how it could be included into language teaching and what other methods can be used to heighten the benefits of literature in foreign language classrooms. The main aim of the study is to point out various strategies and methods used by language teachers when using literature in their teaching (Häggblom 2006). Similarly, Kivelä's (2016) master's thesis focuses on how literature teaching can be improved by designing a teaching material package, which includes authentic children's literature. Both of these studies focus on how

teaching can be improved by utilizing literature, but do not answer if language teachers use these methods and what motivates them to use them.

### **3 THE PRESENT STUDY**

#### **3.1 Research aims and questions**

Previous studies on the use of prose literature in English as a foreign language (EFL) teaching in Finland, has found that the use of prose literature is substantially less frequent than that of other types of literature. However, most studies have so far focused on all language teachers use of prose literature. There seems to be a lack of studies specifically investigating how English as a foreign language teachers view the role of prose literature in their teaching. In addition to the lack of focus on EFL teachers specifically, previous research has mainly discussed how various genres of literature are or have been utilized in language teaching. Again, it seems that no research has been conducted on how prose literature in particular is taught and used in Finnish foreign language teaching contexts. Therefore, the aim of the present study is to reveal how upper comprehensive EFL teachers use and perceive literature. Based on the prior research however, an initial hypothesis can be made, which predicts that upper secondary EFL teachers do not utilize prose literature in their teaching. To test the validity of this hypothesis, the research questions of the present study are formulated as follows:

1. How much do Finnish upper comprehensive school EFL teachers use prose literature in their teaching?
2. Why do EFL teachers choose to use/not to use prose literature in their teaching? How do EFL teachers perceive literature in teaching
3. How is prose literature being used in EFL classrooms?

#### **3.2 Data collection**

Since the aim of the present research is to map out teachers' personal perceptions and uses of prose literature in English classrooms, the most suitable form of data collection was determined to be a survey circulated through the internet. As Fowler (2009: 81–83) and Jyrinki (2016: 25) state, surveys are a fast and easily accessible way of gathering information from large groups of people. Surveys are also more easily accessible to participants and require less planning from the researcher and the respondents, than an interview for an example (Sapsford, 2007: 109–110). The ability for the respondents to schedule when they participate in the survey is especially important, since teachers' schedules vary a great deal from one individual to the next.

According to Jyrinki (2016: 108-121), accessibility makes the survey more enjoyable for the participants, but also it yields more respondents in the research than interviews. The survey was created on Webropol survey platform, provided by the University of Jyväskylä, due to its easily legible interface and usability. In addition, the survey was designed in Finnish to ensure better accessibility and legibility. The survey was also supplemented with a Finnish language foreword explaining the aims of the research, who it is aimed at and who is conducting the research. According to Bourke (2016), a foreword provides transparency for the research and informs the respondent of the data that is being gathered. Also, in order for the respondents to fully understand the intent of the survey, certain terms such as *kirjallisuus* (literature) had to be explained before answering the survey. The survey was conducted anonymously and with the consent of the participants. The survey was piloted by a group of 5 English teacher students in the University of Jyväskylä.

In total the survey consisted of 20 questions. 9 of the questions were close-ended questions. Closed questions were utilized to gather numeric information about the respondents and to separate the respondents into separate subgroups. For example, the respondents were separated into those who wish to have more literature in their teaching and into those who do not based on their answers. In addition, 7 multiple choice questions were used to gather more nuanced data about the respondents reading and teaching habits. Furthermore, all of the 7 multiple choice questions had open-ended answer options if the respondents wanted to further elaborate on their answers. The final 4 questions in the survey were open-ended questions. The first two of the open-ended questions gathered numeric data on the respondents' years worked as teachers and the grades they teach. The other 2 open-ended questions required the respondents to further elaborate on their answers by writing.

The survey was divided into three sections. The first section of the survey gathered background information about the respondents. The respondents were asked to indicate their gender and details on their work as teachers. The second section of the survey focused on the respondents' literature reading habits. The questions in the second section inquired how much the respondents read literature, why they read or do not read literature and if they consider having enough time for reading. The final section of the survey investigated how the respondents use literature in their teaching. The third section surveyed how much the respondents use literature in their teaching, why they use or do not use literature in teaching, what kinds of activities they utilize with literature, if they consider literature easy to use in teaching and if they wish for more literature use in teaching. The questionnaire was also supplemented with a final open-

ended question where the respondents could write any thoughts or comments that might have come up during the survey.

In order to gain respondents across Finland, the survey was circulated through English teachers and foreign language teachers' Facebook groups *Suomen Englanninopettajat ry* and *Englannin opettajat*. At the time of writing, the *Suomen Englanninopettajat ry* Facebook group reaches circa 1500 people across Finland and *Englannin opettajat* reaches circa 4000 English teachers. Respondents were also encouraged to share the survey to their peers. The survey was made public in the beginning of February 2021. After one week of data gathering, the survey was reposted on the groups, in order to gain more respondents. 29 upper comprehensive school EFL teachers responded to the survey. Due to the limitations of the BA-thesis, the sample size of the present study is limited in scope. The aim of the present study's findings is to provide a cursory glance into the ways in which EFL teachers in Finland utilize and perceive prose literature.

### **3.3 Methods of analysis**

As the aim of the present study is to find out how much literature is being used and how prevalent certain perceptions are in English teaching, quantitative methods of analysis were chosen to analyze the gathered data. The analysis of the data was mainly done by using the built in features of Webropol. Webropol aggregates the answers of the survey into percentages and correlative statistics. The averages were then placed into an Excel table, where further analysis was performed. In addition, as the questionnaire included 2 open ended questions and 7 questions with open ended answer options, qualitative analysis was performed on these. The aim of the qualitative analysis was to gather a more nuanced and coherent view on why teachers use literature in their teaching. The open-ended answers were coded based on Bourke's (2016: 29) post-coding method. After collecting the answers, they were analyzed and assigned into different categories based on common themes. The categories were then placed into an excel table, where the open-ended answers were portrayed numerically.

## **4 RESULTS**

In this chapter, the data gathered from the questionnaire will be analyzed based on the methodology introduced in the prior chapter.

#### 4.1 The respondents

The first section of the questionnaire focused on gathering background information on the respondents. Overall, the questionnaire was answered by 29 upper comprehensive school EFL teachers. Of the respondents, 25 (86%) were female, 2 (7%) were male and 2 (7%) did not want to specify their gender. Their years worked as a teacher differed significantly between respondents, varying from 1 year to 35 years. All of the respondents also reported that they teach upper comprehensive school students. The standard deviation between respondents' years worked as a teacher was 9,52. In addition, 6 respondents stated that they also teach English to other grades as well.

#### 4.2 Teacher reading habits and attitudes towards literature

This section will cover the second section (Questions 5-9) of the questionnaire, which inquired the respondents about their reading habits and attitudes towards literature. The first question in this section inquired the respondents about how much they read on their spare time.

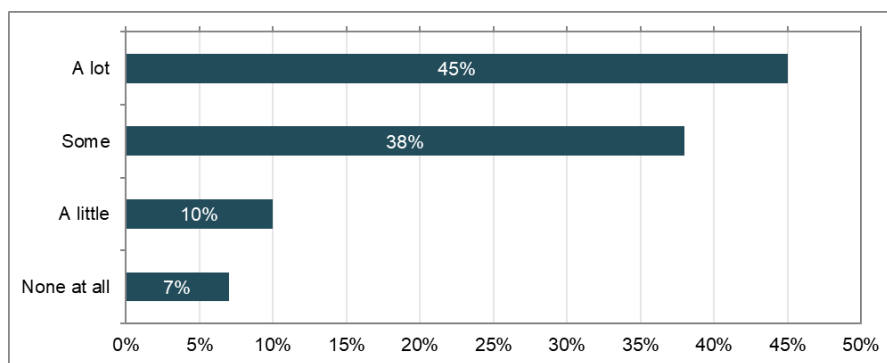


Figure 1: How much do EFL teachers read literature

According to the results, the majority of the respondents read literature in some form or another. In addition, the majority of them answered that they read either some (38%) literature or a lot (45%) of literature. 3 (7%) respondents reported that they read literature only a little. Only 2 (7%) of the respondents answered that they do not read any literature at all. Overall, the results indicate that Finnish EFL teachers seem to read a lot of literature, with only a small minority reading either very little or not at all.

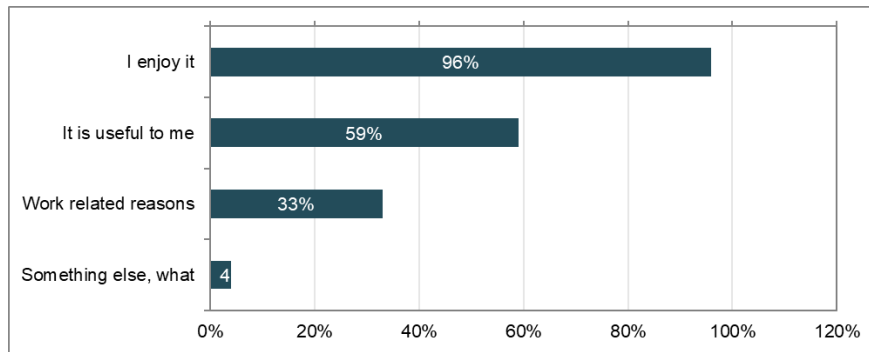


Figure 2: Why EFL teachers read literature

Based on the answers to question 5 (Figure 2), the respondents answered either to questions 6 or 7. Both questions asked why the respondents read or do not read literature. Those who, in question 5, answered that they read literature at least a little answered to question 6. 27 of the respondents answered that they read literature in some capacity. Most of the respondents who read literature, state that they do it, because they enjoy it. In addition, 59% of the respondents expressed that it is beneficial to them to read literature. Only 33% of the respondents stated that they read for reasons related to their work. One of the respondents also added that one of the reasons why she reads literature is that she is a mother.

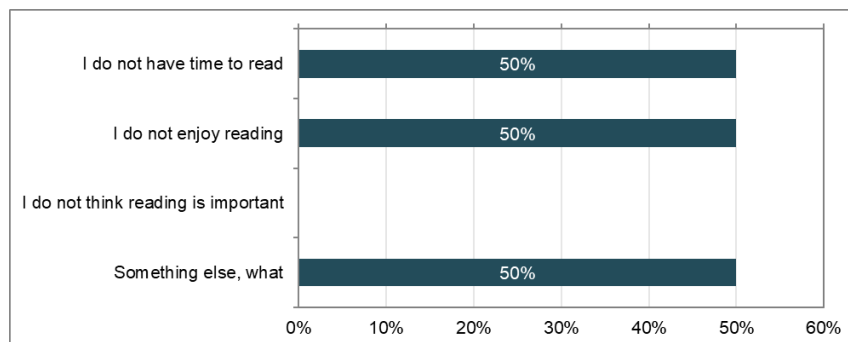


Figure 3: Why EFL teachers do not read literature

The respondents who answered that they do not read any literature answered to question 7. Overall, question 7 yielded a total of 2 respondents. As reasons for their lack of reading they gave the following: that they do not have time for it, and that they do not enjoy reading. In addition, one of the respondents further specified that they have not found works of literature that interest them. All of the options got an equal number of answers.

Questions 8 and 9 focused on general attitudes towards literature. Question 9 asked if the respondents reserve time for reading. 24 (83%) answered that they do. Only 5 (17%) of the respondents stated that they do not reserve time for reading. Question 9 inquired if the respondents wished to have more opportunities for reading. 25 (86%) answered yes and 4 (14%)

answered no. According to these results, EFL teachers seem to have an overall positive outlook on reading. The majority reserve time in their schedules for reading, but they also feel that they want even more chances to do so, as implied by the responses to Q9. These findings can give some insight into how EFL teachers in upper comprehensive school view and consume literature.

### 4.3 Literature use in teaching

This section will focus on the final two sections of the questionnaire. Questions 10-19 surveyed the respondents' use of literature in EFL teaching. In addition, question 20 was an open ended question, which asked if the respondents had any final opinions on the topic. Question 20 yielded a total of 13 responses, out of which 5 were deemed relevant for the purposes of the present study. Responses to question 20 will not be discussed separately here, but they will supplement the data received from questions 10-19.

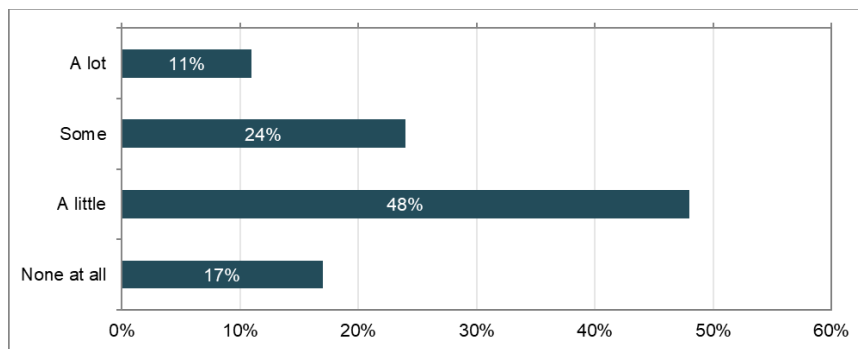


Figure 4: How much do EFL teachers use literature in teaching

Question 10 (Figure 4) surveyed how much EFL teachers use literature in teaching. According to the results, the majority of the respondents use literature, but use it sparingly. Most of the respondents (48%) answered that they use little literature in their teaching. Only 3 (11%) respondents stated that they use a lot of literature in their teaching. 7 (24%) of the respondents stated that they use some literature in teaching. Only 5 (17%) respondents answered that they do not use any literature in their teaching. The results indicate that the majority of EFL teachers amongst the sample seem to use literature in their teaching to some extent. Partly, this finding goes against the initial hypothesis which postulated that teachers do not use any literature in their teaching. However, literature is still used rarely, with only a small portion of the respondents stating that they use a lot of literature in teaching.



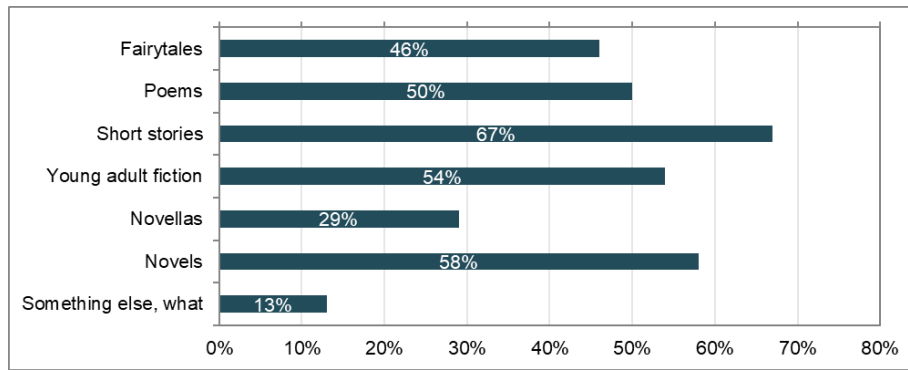


Figure 5: Literature used by EFL teachers

Questions 11-15 were aimed to those who answered to questions 10 that they use at least a little literature in teaching. Overall, 24 respondents answered to questions 11-15. The aim of the questions was to gather information on how and why teachers use literature in EFL teaching. The first of these was question 11 (Figure 5) which gathered data on what kinds of literature EFL teachers use in teaching. According to the data, EFL teachers seem to use a varied mix of different kinds of literature in their teaching. The most popular type of literature was short stories, which gathered 16 (67%) responses. Other popular types of literature included novels (58%), young adult fiction (54%), poems (50%) and fairytales (46%). In addition, some respondents mentioned that they use fanfiction, song lyrics, drama and comics in their teaching. Further, one of the respondents noted in question 20 that they would be interested in using audio books in EFL teaching. Most of the responses were almost equally distributed amongst these answers, which implies that EFL teachers are open to using a variety of different types of literature in their teaching. The least popular type of literature was novellas (29%). However, the term used for novellas in the questionnaire was *novelli*, which is considered to be synonymous with short story in Finnish. The overlap between these two terms could explain the small portion of responses to this type of literature.

Questions 12 and 13 gathered data on activities and exercises EFL teachers utilize when using literature in the classroom. Question 12 (Figure 6) aimed to collect general information on which activities EFL teachers use when using literature. Of these answers, writing essays was the most used activity, yielding a total of 16 (67%) responses. The second most common activity was group work, which totaled 13 (54%) responses from the respondents. Presentations was the third most frequent activity, gathering 11 (46%) responses. Additionally, 9 of the respondents gave further details of their use of different activities. Their responses included “quiet reading”, “fanfiction/creative writing”, “discussions”, “portfolios”, “school performances” and “grammar exercises”. Surprisingly, the least common methods were reading

out loud (33%) and reading circles (17%). Regardless, much in the same way as with different types of literature, teachers seem to be open to different kinds of activities when designing teaching that incorporates literature.

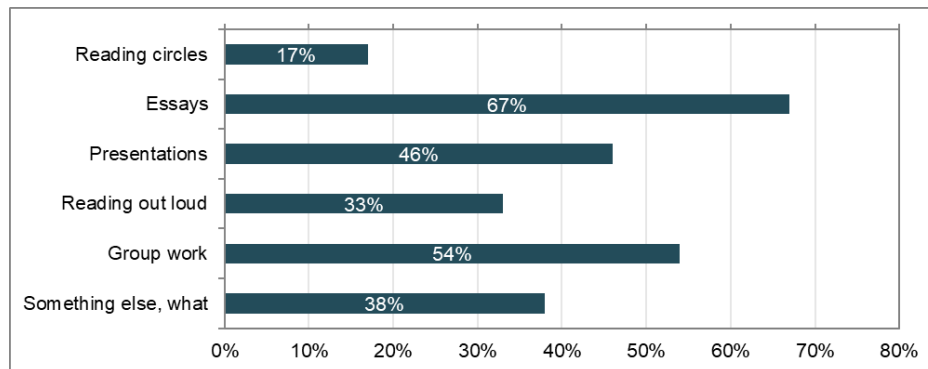


Figure 6: Activities used with literature

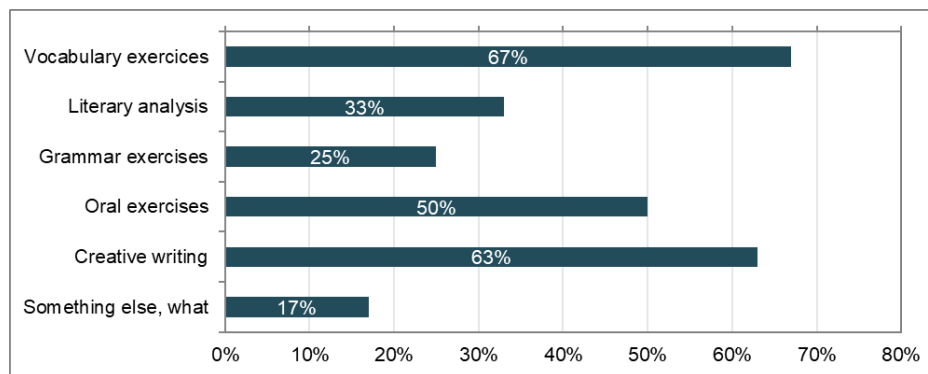


Figure 7: Exercises used with literature

Question 13 (Figure 7) followed question 12 by inquiring in more detail about the exercises relying on literature. Most of these exercises seem to be vocabulary exercises; these gathered 16 (67%) answers from the respondents. The second most common exercises are creative writing exercises (63%), which corresponds with the most used activity being essays in question 12. The third most common exercises were oral exercises (50%). As a result, this was to be expected, since the second most popular activities in question 12 were group work and presentations. The respondents added that they also rely on review writing, summarization and reading comprehension exercises. The options gathering the least responses were literary analysis (33%) and grammar exercises. Thus, even though EFL teachers seem to use a variety of activities and exercises in their teaching, some exercises (literary analysis and grammar exercises) are still not very common.

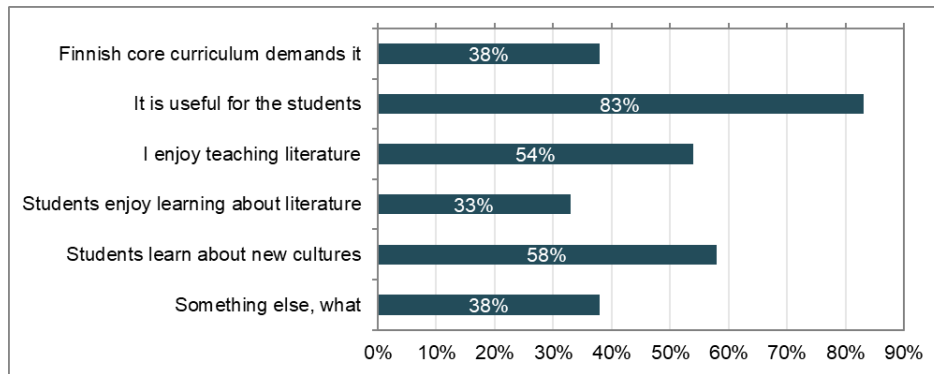


Figure 8: Why EFL teachers use literature in teaching

Question 14 (Figure 8) aimed to gather data on why EFL teachers choose to use literature in their teaching. The most common answer was that literature is beneficial to students (83%). The second most common reason was that it exposes students to new cultures (58%). 13 (54%) of the respondents stated that their enjoyment of teaching literature motivated them to use it. This is a rather interesting observation, since almost half of the respondents seemingly do not enjoy teaching literature. Another interesting observation is that only 9 (38%) of the respondents stated that they use literature because, it is in accordance with the Finnish core curriculum. This could imply that the use of literature is not in most cases based strictly on the core curriculum, but in to cater for the needs of the students and for the enjoyment of the teacher. In addition, only 8 (33%) of the respondents answered that they use literature because students enjoy it. This data implies that in most cases, students do not find the use of literature enjoyable, but EFL teachers use it regardless of that. However, as one of the respondents pointed out, students do not seem to enjoy reading literature initially, but, after reading it, find it enjoyable. Other reasons given by the respondents included authenticity of literature and variation in teaching methods. As one of the respondents mentioned, literature can introduce variety into language teaching, which in turn can benefit different students differing needs. Based on these results, it can be observed that teachers primarily use literature due to the benefits it provides for the students, regardless if they enjoy it or if it is strictly based on the Finnish core curriculum.

The final question for the respondents who use literature in their teaching was question 15. The aim of question 15 was to learn if EFL teachers consider the inclusion and use of literature in teaching easy. The question yielded rather divisive results with 13 (54%) of the respondents stating yes and 11 (46%) of the respondents stating no. Even though the majority of EFL teachers in the sample consider the use and inclusion of literature in teaching easy, a large portion of them do not. In addition, one of the respondents elaborated on question 20 that she perceives her skills being lacking in regards to teaching literature. The lack of proper education

on how to use literature in teaching was cited as one of the reasons as to why these skills might have not developed. However, as one of the respondents noted in question 20, the inclusion of pre-prepared materials in course books for example helps to include and use literature in language teaching.

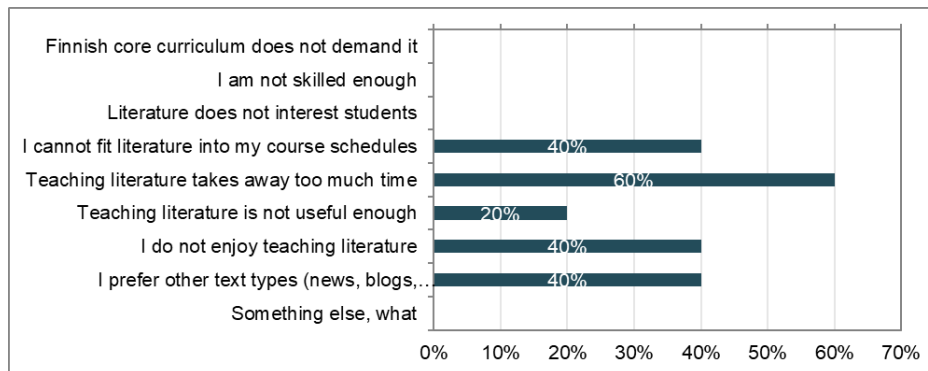


Figure 9: Why EFL teachers do not use literature in teaching

Questions 16 and 17 aimed at those who do not use any literature in teaching. Overall, 5 respondents answered to questions 16 and 17. Question 16 (Figure 9) inquired the respondents of why they choose not to use literature in language teaching. The most common reason for this seems to be that literature takes too much time away from teaching everything required by the Finnish National Curriculum. As one of the respondents noted in question 20, the inclusion of literature into an already busy life seems “unrealistic and laborious”. Other reasons given were that they do not enjoy teaching literature, preferring other types of texts, and that they are not able to fit literature into course schedules, all of which yielded 2 (40%) responses each. The least common reason was that the respondents did not consider literature as beneficial to students, which got only 1 (20%) response.

Question 17 queried if the respondents who do not use literature, consider that they could be able to use and include literature in teaching regardless of the fact they do not currently use it. The majority of the respondents (60%) answered that they could be able to use literature in teaching. These results could imply that the teachers who do not use literature in EFL teaching, do not do so due to lack of skills they might have. As the responses to question 16 reveal, the most prevalent reasons for not using literature seems to be problems of scheduling, or preferences for other teaching methods. However, 2 (40%) of the respondents also stated that they do not consider themselves capable of using literature in teaching.

Questions 18 and 19 were aimed at all of the respondents and asked if they wish or do not wish to have more opportunities to use literature in teaching and why. Question 19 asked if the

respondents wish to have more literature in EFL teaching. Based on the results, the respondents were separated into two groups: those who wish for more literature and those who do not. 25 (86%) of the respondents answered that they wish for more literature and 4 (14%) answered that they do not. The open ended question 19 asked the respondents why they wish or do not wish for more literature use in language teaching. The most common responses were aggregated into Table 1 based on the themes they share. In addition, responses that were deemed otherwise noteworthy, but were less frequent, were also included in Table 1.

*Table 1 Reasons why teachers wish or do not wish for more opportunities in EFL teaching.*

Question 19: Why do you wish/do not wish to have more opportunities to use literature in English teaching	Wish	Do not wish
It introduces variety into teaching	5	0
There is not enough time/energy	5	2
Authentic materials are effective	4	0
Students do not read enough literature	4	0
It teaches culture and/or history	4	0
It teaches spelling and/or reading	4	0
It teaches vocabulary	3	0
Students are different and have different needs	3	1
It teaches grammar	1	0
I already use enough literature in teaching	0	1

Overall, the most common reasons for the wish for more opportunities to teach literature in EFL teaching seemed to be the lack of time or energy, and its role in introducing variation into teaching methods. Similarly, the lack of time was also the most common reason for those who do not wish for more literature in EFL teaching, but for a different reason. Those who wish to have more literature, wanted more opportunities to teach literature, thanks to the benefits it has for students. However, they, too, cannot do it due to time constraints. Likewise, those who do not wish to have more literature, explained that the addition of literature is not possible due to time constraints. In addition, according to their view, it would make their work more laborious than it already is. The other of the two most common reasons as to why the respondents wish for more literature in teaching was the variation it introduces to teaching methods and materials. According to the responses, literature could introduce something different and exciting for the students. In addition, the respondents noted that they wish they could use more varied materials and teaching methods that deviate from the contents offered by the textbooks. This added variety could then benefit different students' needs and learning habits. However, one of the respondents who does not wish for more literature stated that they currently include enough of literature in teaching.

Other prevalent reasons for wishing for more literature were that authentic materials are considered effective, that students do not read literature and that literature has a positive effect on both spelling and reading skills. Again, the data reflect Hall (2015) and Carolli's (2008) holistic views of implementing literature in teaching according to which literature teaches both the target language's culture and language skills. Other aspects of language learning, such as vocabulary learning (3 responses) and grammar (1 response) learning, were also mentioned as reasons for wanting more literature to EFL teaching. These findings mirror those of Ezeokoli's (2016), who found that analyzing meanings in texts, could result in successful vocabulary and grammar learning. In addition, EFL teachers seem to be concerned about how students do not read literature or texts of any kind. Some of the participants state, that reading is almost an insurmountable task for some learners. Thus, some of the respondents also expressed concern for different learners and their needs. Three of the respondents who wish for more literature stated that introduction of more literature could appeal to different learners skills levels and challenge high performing learners. As one of the respondents mentioned, for some students literature can be overbearingly difficult. However, for students who might consider the tasks in textbooks too easy, the complexity of literature could challenge their language skills. Still, one of the respondents argued that significant differences in learners' skill levels makes the inclusion of more literature not appealing.

## **5 DISCUSSION**

The main aim of the present study was to investigate how Finnish upper comprehensive school EFL teachers use and perceive literature in the classroom. The results of the study suggest that EFL teachers in the upper comprehensive school level seem to have an overall positive outlook on literature and its use in teaching. The findings seem to, in parts, reflect those of Luukka et al.'s (2008), which found that most foreign language teachers use either very little literature in their teaching or none at all. According to the data of the present study, most EFL teachers in upper comprehensive school indeed seem to use very little literature in their teaching. However, only a small minority of the respondents stated that they use no literature in teaching. The findings thus indicate that the majority of the EFL teachers in upper comprehensive school do use literature in teaching to some capacity, which goes against the findings presented by Luukka et al. (2008). Furthermore, the majority of the respondents also stated that they would like to use more literature in their teaching, which further emphasizes EFL teachers positive perceptions of literature. In addition, the large majority of the respondents stated that they read either a lot of literature or some literature. Again, as a finding this is not in line with the findings

presented by Luukka et al. (2018) which found that foreign language teachers tend to read literature to varying degrees. Additionally, in the light of this data, my initial hypothesis that EFL teachers in upper comprehensive school do not use literature in teaching was proved false.

Various interesting observations surfaced when investigating the reasons why EFL teachers use or do not use literature in teaching. A common argument by the respondents was the benefit reading literature has for the students. This was further elaborated in question 19 where many of the respondents noted that more variation in teaching methods could satisfy the different needs of students. However, those who did not wish to include more literature in their teaching stated that the significant differences in student language skills prevents further implementation of having literature in teaching. These observations mirror those by Erten and Razi (2009: 71) who point out that deficits in language skills or cultural knowledge can have adverse effects on some students' language learning. However, many of the respondents emphasized the benefits of using authentic texts to teach students about vocabulary, grammar and culture in their answers to both Q14 and Q19. These findings reflect the sentiments proposed by Hall (2015) and Carolli (2008) about literature being a holistic mediator of both language and culture.

Another recurring theme in the respondents' answers was scheduling and a lack of time. Many of them wished for more opportunities to use literature in teaching. Even those who do not read literature or do not wish more literature in their teaching, mention problems of scheduling and timing. Thus, my data suggests that time has a significant impact on both EFL teachers' reading habits and their use of literature in the classroom. Perhaps further research could be conducted on how EFL teachers in upper comprehensive school perceive their schedules and what is included in those schedules.

One of the most interesting points observed in the data is that many of the respondents were not motivated by the Finnish Core Curriculum when it comes to introducing literature into their teaching. There could be various reasons for this result. Firstly, the choice to use literature might not be motivated by the Core Curriculum, since it does not explicitly demand foreign language teachers to use literature in their teaching (Finnish National Agency for Education 2014: 348-350). The Finnish Core Curriculum emphasizes the use of authentic materials and cultural teaching, but does not explicitly state what kinds of texts can or should be used in teaching. Secondly, teachers might often view literature as not as important to the curriculum as other text types. The ambiguity in the Core Curriculum and the busy schedule mentioned by many of the respondents could result in EFL teachers regarding textbooks as not their first priority.

Foreign language teachers overall seem to prefer using textbooks over other text types (Luukka et al. 2008: 94). Few of the respondents noted that covering all the required goals set out by the Core Curriculum already takes too much time out of their schedule, and that including literature would be too laborious. Consequently, it could be deduced that some EFL teachers may not perceive prose literature as a mandatory inclusion in their curriculums but as a side activity used if their schedules allow it.

However, many of the respondents also elaborated that their use of literature is motivated by the Core Curriculum. One of the respondents pointed out that they want more literature in teaching, because it emphasizes multi-disciplinary learning and improves students' multiliteracy skills. One of the main reasons given by the respondents was the authenticity of literature as a teaching material. These findings reflect those in Korhonen's (2014) Master's thesis, which found that around 80% of foreign language teachers perceive authentic materials as useful in language teaching. However, the findings in the present study further elaborate on these findings by providing insights into what kinds of authentic materials teachers tend to implement in teaching and how. In addition, these findings indicate that EFL teachers tend to perceive literature as authentic materials.

One more interesting observation surfaced in the survey in connection of the examination of how teachers perceive their own skills when implementing literature into teaching (Q15 and Q17). A significant number among those who use and do not use literature in their teaching consider that implementing literature and using it in teaching is difficult. Furthermore, one of the respondents emphasized their lack of formal training in using literature, which hindered the implementation of literature in teaching. Paran (2008: 480) suggests that foreign language teachers often opt to leave out literature in their teaching, due to their insecurity with respect to their competence in using literature in teaching. Similarly, the data in the present study suggests that a significant number of EFL teachers in the upper comprehensive school regard their literature teaching skills as insufficient. Perhaps further emphasis should be placed on literature in teacher training, since many EFL teachers in upper comprehensive school do not consider the use of literature as easy in language teaching. In addition, on the basis of my study, it seems that more research should be conducted on how literature could be easily integrated into language teaching.

The final point of inquiry in the present study was how EFL teachers in upper comprehensive school utilize literature in teaching. According to the data, teachers tend to be open to using



various types of literature in language teaching (Q11). Some of the most popular types of literature include short stories, novels and young adult novels. The use of short stories could be recommended because of their short length, which makes them accessible to a wide variety of learners (Ghosn 2013: 109-113). In contrast, as indicated by the respondents to this study, more complex novels are also used by upper comprehensive school EFL teachers. More complex and long-form literature can be used to teach more nuanced cultural topics and language structures (Carolli 2008: 94). The wide use of young adult fiction indicated in the survey responses is not surprising either. Young adult fiction, poems and fairytales often have the benefit of being more accessible to younger learners on a linguistic and cultural level (Mishan 2003: 101-103; Ghosn 2013: 75). Their simpler language and cultural familiarity can facilitate language learning even to those who might not be well versed in literature (Mishan 2003: 101-103; Ghosn 2013: 75).

The tasks involving literature in EFL teaching in upper comprehensive school also seem to include a lot of variation. However, an emphasis in these tasks seems to be on creative essay writing and oral exercises. The prevalence of oral exercises is not surprising, considering that many foreign language teachers seem to prefer communicative activities over other activities (Harjanne et al. 2015). In conjunction with literature these include presentations and group work (Q12). The pedagogical benefits of using literature and oral exercises could be the negotiation of meaning among students (Ahvenjärvi and Kirstiä 2013: 60). By openly discussing their interpretations of the text, students could negotiate the linguistic and cultural aspects of the text (Carolli 2008: 15-18; Ahvenjärvi and Kirstiä 2013: 60). In addition, the Finnish Core Curriculum also highlights the importance of oral communication and negotiation of meaning among students (Finnish National Agency for Education 2014: 398). This might explain why EFL teachers seem to emphasize the use of oral exercises when using literature in their teaching.

Essay writing was the most popular task among the respondents. Especially creative writing was cited as one of the more often used tasks when using literature. This was somewhat surprising considering that according to Korhonen (2014) and Harjanne et al. (2015), teachers tend to prefer communicative and innovative activities over other activities. The use of creative writing could be motivated by giving the students an opportunity to participate in the cultural and linguistic discourse of the text, as Carolli (2018: 15-18) points out. In the same way as with communicative tasks, students can discuss the cultural discourse and meaning in the texts. Based on students' interpretations and analysis of the text, they can synthesize new linguistic content in their own words (Ghosn 2013: 108). Overall, however, EFL teachers in upper

comprehensive school seem to have a tendency to use variety of teaching activities and tasks when using literature in teaching.

## **6 CONCLUSION**

The present study sought to uncover how Finnish EFL teachers in upper comprehensive school use and perceive literature in teaching and in their personal lives. According to the results, the majority of EFL teachers in upper comprehensive school seem to have a positive attitude to both reading literature in their spare time and using literature in the classroom. In addition, the majority of EFL teachers in upper comprehensive school seem to want to use more literature use in their teaching, due to its perceived authenticity and diversity in teaching. Only a small minority of the respondents do not appear to read any literature or to use literature in their teaching. In addition, teachers who do use literature often utilize a variety of activities and text types in their teaching. However, a significant portion of the sample group consider the use of literature in teaching difficult to some extent. Furthermore, very little literature seems to be used in upper comprehensive school teaching overall, most likely due to problems related to scheduling and timing. The perceived difficulty of using literature could also affect the amount of literature used by EFL teachers in upper comprehensive school.

However, the limitations of the study do not allow for significant generalizations to be made. Due to the present study's limited sample size, the results can not be generalized to all Finnish upper comprehensive school EFL teachers. Regardless, the results provide an interesting preliminary insights into how Finnish EFL teachers perceive and use literature. The implications of the present study can be considered valuable to both teachers and to those who design language learning and teaching materials. A better understanding of how literature could be better utilized in teaching and how teachers respond to it could be of great value. Thus, further research on the topic can be considered necessary. More in-depth analyses on what teaching methods are used by EFL teachers, how they perceive such methods and how to train teachers into using these methods could be beneficial. In addition, other methods of study could be implemented in future research. For example, interviews instead of surveys could be utilized to gain a more nuanced outlook on teacher perceptions and literature.

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## APPENDIX

### The questionnaire

Oheisen kyselyn tarkoituksena on kerätä aineistoa Jyväskylän yliopiston kielten ja viestintätieteiden laitoksen englannin kielen kandidaatintutkielmaa varten. Kyselyn tarkoituksena on kartoittaa yläasteen englannin kielen opettajien kaunokirjallisuuden käyttöä opetuksessa sekä heidän suhtautumistaan kaunokirjallisuutta kohtaan.

Tutkimuksen viitekehyksessä kirjallisuus (literature) on määritetty tarkoittamaan proosakirjallisuutta, draamaa sekä runoutta.

**Oheinen kysely on suunnattu yläasteen (vuosiluokat 7-9) englannin kielen opettajille.** Jos opetat myös muita luokka-asteita, voit vastata kyselyyn, mutta huomioi vastauksissasi vain yläasteen opiskelijat sekä heille suunnatut opetusmenetelmät. **Kyselyn vastaamiseen kuluu noin 5-10 minuuttia.**

Vastaamalla kyselyyn annat minulle luvan käyttää vastauksiasi aineistonani kandidaatintutkielmassani. Käsittelen antamasi vastaukset luottamuksellisesti, eikä sinua voida tunnistaa niiden perusteella.

Annan tutkimuksestani mielelläni lisätietoja.

Yhteystietoni:

Valtter Kolehmainen

venkolxt@student.jyu.fi

Tutkielman ohjaajan yhteystiedot:

Sirpa Leppänen

sirpa.leppanen@jyu.fi

Kiitäs osallistumisestasi!

Opettajaa koskevat kysymykset:

1. Annan suostumukseni tietojeni käyttämiselle kandidaatin tutkielmassa:

- Kyllä

2. Sukupuoli:

- Mies
- Nainen
- Muu \_\_\_\_\_
- En halua vastata

3. Olen opettanut \_\_\_\_\_ vuotta:

4. Opetettavat luokka-asteet: \_\_\_\_\_

Kirjallisuuden kulutukseen liittyvät kysymykset.

Kirjallisuus on tutkimuksen kontekstissa määritetty tarkoittamaan kaunokirjallisuutta, runoutta sekä draamaa.

5. Luen kirjallisuutta vapaa ajallani:

- Paljon
- Jonkin verran
- Vähän
- En lainkaan

6. Luen kirjallisuutta koska:

- Nautin siitä
- Se on minulle hyödyllistä
- Työn vuoksi
- Jokin muu syy, mikä \_\_\_\_\_

7. En lue kaunokirjallisuutta koska:

- Minulla ei ole aikaa lukea
- En pidä lukemisesta
- En pidä lukemista hyödyllisenä
- Jokin muu syy, mikä\_\_\_\_\_

8. Järjestän itselleni aikaa kirjallisuuden lukemiselle:

- Kyllä
- Ei

9. Haluaisin enemmän mahdollisuuksia kirjallisuuden lukemiselle:

- Kyllä
- Ei

Kirjallisuuden käyttö englannin kielen opetuksessa.

Kirjallisuus on tutkimuksen kontekstissa määritetty tarkoittamaan kaunokirjallisuutta, runoutta sekä draamaa.

10. Käytän kirjallisuutta opetuksessa:

- Paljon
- Jonkin verran
- Vähän
- En lainkaan

11. Jos hyödynnät kirjallisuutta, minkälaista kirjallisuutta käytät?

- Satuja
- Runoja
- Lyhyttarinoita
- Nuortenkirjallisuutta
- Novelleja
- Romaaneja
- Jotain muuta, mitä\_\_\_\_\_

12. Millaisia aktiviteetteja suunnittelet kirjallisuuden ympärille?

- Lukupiirejä
- Esseitä
- Esitelmiä
- Luokalle ääneen lukemista
- Ryhmätöitä
- Jotain muuta, mitä\_\_\_\_\_

13. Millaisia tehtäviä hyödynnät käyttäessäsi kirjallisuutta?

- Sanastotehtäviä
- Kirjallisuusanalyysiä
- Kielioppitehtäviä
- Suullisia tehtäviä
- Tekstintuottamista
- Jotain muuta, mitä\_\_\_\_\_

14. Miksi käytät kirjallisuutta opetuksessa?

- Se on opetussuunnitelman mukaista
- Se on oppilaille hyödyllistä
- Pidän kirjallisuuden opettamisesta
- Oppilaat pitävät kirjallisuudesta
- Oppilailla on mahdollisuus oppia uusista kulttuureista
- Jokin muu syy, mikä\_\_\_\_\_

15. Kirjallisuuden sisällyttäminen englannin opetukseen on minulle helppoa ja osaan hyödyntää sitä opetuksessa:

- Kyllä
- Ei

16. En käytä kirjallisuutta opetuksessa koska:

- Opetussuunnitelma ei vaadi sitä
- En omista vaadittuja taitoja kirjallisuuden opettamiselle
- Oppilaat eivät innostu kirjallisuudesta
- En saa kirjallisuuden opetusta mahtumaan kurssisuunnitelmiini
- Kirjallisuuden opettaminen vie liikaa aikaa
- En pidä kirjallisuuden opetusta tarpeeksi hyödyllisenä



- En pidä kirjallisuuden opettamisesta
- Hyödynnän mieluummin muita tekstityyppejä (tietokirjallisuus, uutiset, blogikirjoitukset ym.)
- Jokin muu syy, mikä \_\_\_\_\_

17. Vaikka en hyödynnä kirjallisuutta opetuksessa, osaisin hyödyntää sitä ja sisällyttää sitä kurssisuunnitelmiini englannin kielen opetuksessa:

- Kyllä
- Ei

18. Toivoisin, että englannin kielen opetuksessa olisi enemmän mahdollisuuksia hyödyntää kirjallisuutta:

- Kyllä
- Ei

19. Miksi toivot/et toivo, että englannin kielen opetuksessa olisi enemmän mahdollisuuksia hyödyntää kirjallisuutta?

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20. Heräsikö sinulle ajatuksia/kysymyksiä kyselyn aikana?

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