

The effectiveness of literature on acquisition of language skills and intercultural understanding in the high school context

A research report for
The International Baccalaureate Organisation

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April 2017

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1. EXECUTIVE SUMMARY

This report presents the main findings from the research project 'The Effectiveness of Literature on Acquisition of Language Skills and Intercultural Understanding in the High School Context', commissioned by the IB Organisation and carried out by Dr. Sam Duncan and Dr. Amos Paran of the UCL Institute of Education.

The aims of the study were:

- a. Explore the factors that teachers consider when choosing literary texts for use with their classrooms.
- b. Explore the ways in which teachers use literary texts in their classroom and the types of activities they employ.
- c. Explore the views of teachers and learner of the impact of literary texts on language learning.
- d. Explore possible differences between teachers of different languages in terms of their use of literary texts in Language B teaching.

The research methodology for the study consisted of:

- a. Case studies of three different IB schools in Europe. Each case study included a 4-5 day visit to the school, between three and seven lesson observations, interviews with between nine and 16 teachers, and focus groups, questionnaires and discussions with between 22 and 32 students in each school in small groups of different sizes.
- b. A 118-item questionnaire disseminated to 497 DP schools in an online survey. 264 respondents answered the substantive questions.

Findings

- The survey respondents and the teachers in the case study schools are overwhelmingly in favour of using literature in language teaching, stressing the general contribution of literature in education as well as the linguistic benefits.
- Students, too, see the benefits of literature in language teaching and a strong majority came out in favour of it (though there were dissenting voices).
- The main benefits of literature in language teaching are seen to be vocabulary development and development of reading skills.
- Teachers see the benefits of using literary texts in the language classroom, but do not intentionally use literary texts for specific teaching points. The contribution of literary texts is thus seen as incidental rather than targeted.
- Although literature was perceived by some participants in the case studies to be a challenge, it was nevertheless felt that the benefits of literary texts in the Language B classrooms outweighed the challenges.
- In some cases, literature was equated with reading.
- There was a strong orientation towards assessment with a strong washback effect of the assessment types of the IB on the teaching being done.
- There was some effect of the language being taught. The Mandarin teachers stood apart as a group, and considered language factors to a greater extent than other groups of teachers when choosing texts to teach. They also tended to prefer canonical texts and texts that were already in their textbooks or anthologies (though this may be

influenced by the fact that they were also a distinct group in terms of their educational background.)

- There was a strong effect of the amount of training in using literary texts that respondents to the questionnaire had had on their Initial Teacher Education (ITE) programmes. Teachers who had had a large amount of such training showed higher means for most items on the survey than did teachers who had had only a small amount of such training or no training at all in using literary texts in their ITE programmes. The differences between teachers who had had a large amount of training in using literary texts on their ITE and the two other groups of respondents were statistically significant in 15 of the 17 batteries on the survey. Their attitudes were significantly more positive than the other groups and they reported using various types of activities significantly more than the other groups.
- Poetry was overall a neglected genre, as were literary essays and plays.
- We present a model of the different factors that influence teachers in their choice of literary texts and in their choice of activities to use with these texts.

Recommendations

- IB schools could explore ways in which teachers can cooperate more when choosing works for studying at Language B HL as well as cooperating in terms of activities with other teachers, creating stronger Communities of Practice (Wenger, 1998). These communities of practice could share experiences and ideas both within languages and across languages. This could be in the form of online forums or email discussion groups, which have the advantage that teachers do not need to access an online forum specially but receive message to their email.
- In terms of training it may be useful to have sessions which look at the use of poetry, as there was clearly a reluctance to use poetry. We felt this may be underused.
- Joint projects focusing on literature and language learning between IB schools in different countries.

Terminology in this report

The terms 'mother tongue' and First Language (L1) are now contested terms, as they are based on the assumption that the first language a person learned would be the language they would be surrounded by at home and in the community, and in which they would receive their schooling. A Second Language (L2) would then be a language that the individual learnt later in life, typically in a formal setting. However, since in the language learning literature these terms continue to be used, we use these terms, along with others, as follows:

L1: First language

L2: Second language

FL: Foreign language

Language A: Within the IB, this is defined as the student's 'best language'.

Language B: Within the IB, this is defined as a language which the student has had some experience with and exposure to.

2. Background: Literature in Language Teaching

2.1 The educational context

The IB Diploma Programme (IB DP) characterises itself as ‘a rigorous, academically challenging and balanced programme of education’ for students aged 16-19 (www.ib.org, IB DP Subject Brief). Within this programme, students are required to study at least two languages. This requirement can be fulfilled either through taking two different courses in the ‘Studies in language and literature’ subject group (Language A, which is characterised as the student’s ‘best language’) or taking one language from the ‘Language acquisition’ subject group. The ‘Language acquisition’ group is further divided into classical languages, modern languages *ab initio*, or Language B courses, which are designed for learners who have some knowledge of and have had some exposure to the language being studied. Language B can be studied at Standard Level (SL) or at Higher Level (HL). The term *Language A* can be seen as a rough equivalent of first language, L1, native language or mother tongue, and indeed the IB website characterises this course as the course ‘through which the IB’s policy of *mother-tongue entitlement* is delivered’ (italics ours). *Language B* can be seen as the rough equivalent of second language, L2, or foreign language, though even in our own limited experience during this study we came across learners who were taking a language which they spoke at home as their Language B. It is therefore important to note that these terms are all contested; importantly, the terms *Language A* and *Language B* are used only within the IB and thus avoid the ideological baggage that is often attached to the other terms. (In cases in which we do use the other terms we are not implying an ideological position, but using terms that are commonly used within the profession and are understood intuitively).

The Language B HL curriculum requires that (HL) students should read two pieces of literature over the course. This is assessed externally through a written assignment, based on one of the literary texts. The assignment incorporates a creative element, in which the students write a piece from the point of view of one of the characters in the literary work they have studied, and append a rationale for their creative piece. This assignment provides 20% of the student’s final grade. The assignment thus incorporates both receptive and productive skills (www.ib.org). Literature also features in the assessment in Paper 1, in which one of the four texts is a literary text (Teacher A3S, personal communication).

The IB DP syllabus thus supports the views of Paran (2006b) and Carter (2007) that literature is making some comeback to the language classroom (see also Bobkina and Dominguez 2014 for a historical overview). However, as Paran (2008) notes, much of the published material dealing with literature in the language classroom consists of teachers’ handbooks and training materials, rather than research into what happens in the classroom. There is little that is known about the various aspects of language teacher engagement with literature teaching and literature use, and very little that is known about the way in which learners react to the use of literature. This is particularly the case with secondary school teaching, where very little research has been conducted.

2.2 Teacher characteristics

There is even less information on teachers’ views of the use of literature in language teaching. Some of the information is anecdotal – e.g. Bouman’s (1983) observation that the teachers she talked to were more worried about using poetry than the students. Some of it comes from

practitioner evidence, with practitioners documenting the issues that faced them while teaching and using literature in the classroom (e.g. the various papers in Paran 2006a). Yet additional information comes from observation studies of one teacher only (e.g. Weist 2004). Only two studies have explored this issue with more than one teacher, both using a convenience sample of teachers in UK Higher Education Institutions (Gilroy 1995; Jones and Carter (2011).

Hirvela (1989) and Belcher and Hirvela (2000) make the point that language teachers do not normally have training in using literature in the language classroom, or in teaching literary aspects of texts. Interestingly, Gilroy (1995) found that the teachers in her sample were not trained to teach literature, but did not believe that they needed training in this area (partly because of the low use of literature).

2.3 What happens in the literature and language classroom?

Some of the research into the use of literature in language classrooms has looked at what happens in the actual classroom. Much of this research has been in Foreign Language (FL) classrooms at university level in the US. Findings are often that there is a preponderance of L1 talk, both by learners and by the teacher; that there is often a focus on transmission of information; and that there is a preponderance of display questions and Initiation-Response-Evaluation (IRE) sequences (see, for example, Donato and Brooks, 2004; Mantero, 2002; Weist, 2004). In contrast, Boyd and Maloof (2000) and Kim (2004) show how it is possible to have positive learning experiences in the language and literature classroom, but make the point that the role of the teacher, the way the teacher sets up learning activities, and the way they react and respond to learner talk is crucial in this respect (see also Nguyen, 2014). It is therefore important to explore the impact of using literature through examining how literary engagement is enacted in the classroom and manifested in interaction.

2.4 Research questions and methodology

The current study takes as its starting point the crucial importance of the teacher and their approach in the use of literature in language teaching. Also, taking into consideration that the DP Language B syllabus requires teachers to use literature in their teaching, the study focused on three elements:

- the factors that DP teachers take into account when choosing the works of literature for study in Language B HL;
- the ways in which the use of literature in Language B is enacted within schools and classrooms;
- the views of teachers and learners of the use of literature in the Language B classroom.

The research questions for the study were:

RQ 1: How are literary texts selected?

RQ 1.1 Which factors do teachers take into account when choosing literary texts for use with their classes?

RQ 1.2 Which differences exist between teachers of different languages in the factors they consider in their choices?

RQ 2: In what ways are literary texts used in IB language acquisition courses?

RQ 3: What is the impact of the use of literary texts on students' language learning?

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research design: A Mixed methods approach

This study takes a mixed methods approach, consisting of three school case studies, alongside a 118-item online survey distributed to Language B teachers in almost 500 DP schools across the world. Each case study involved a variety of data collection methods, including teacher interviews, student discussions and student focus groups, open student questionnaires, and lesson observations. The questionnaire included mainly closed items using a 6-point Likert scale, but also included a number of open questions to elicit additional information from the respondents. Sections 3.2 and 3.3 discuss each of our methods in detail.

In terms of Mason's (2006) typology of strategies for mixing methods, we were probably nearest to the 3rd one, 'Mixing methods to ask questions about connecting parts, segments or layers of a social whole'. Our survey sought to solicit the opinions of a broad sample of IB Language B teachers, focusing mainly on the factors in the choice of literary texts for instruction, as well as beliefs of teachers about the use of literature. In our case studies, we interviewed teachers about these issues, thus attempting to construct a deeper understanding of the reasons for their beliefs and behaviours. Further, we also included the views of students, and observed classrooms in an attempt to explore how the use of literary texts was experienced by students and was played out in the classroom. At times our case studies corroborate findings from the survey (e.g. the genres that are being used) and at other times they raise different points (e.g. the way teachers design activities to develop several different skills and meet different aspects of accreditation requirements). Importantly, our classroom observations and student focus groups allowed us to observe the phenomenon from a different angle, just as our survey allows us to see to what degree teachers' views are affected by particular demographics.

3.2 Case studies

We conducted three visits to schools in Europe between December 2015 and February 2016. We approached schools which were teaching substantial numbers of students for the Language B classes in different languages, but a number of schools did not respond to the invitation to take part in the study, and we had to rely on personal contacts to recruit two of the three schools. This meant that some of the classes we observed were very small and included only 2 learners. We considered recruiting schools outside Europe, but this proved difficult because of exam timetables.

Each visit included semi-structured interviews with teachers, observations of classes where DP Languages B HL were being taught, questionnaires distributed to learners and discussions with learners, which took different forms in the different schools (see below). We took a case study approach to our school visits, considering each school an individual case and attempting to learn something from a close look at each case "through detailed, in-depth data collections involving multiple sources of information rich in context" (Creswell, 1998, p. 61). In terms of Yin's (2003) typology of case studies - 'exploratory' (pilot studies), 'descriptive' (aiming to describe a particular case) and 'explanatory' (case studies used to test or explain theories) – ours would be a descriptive case study with the purpose of generating knowledge about the use of literature in language teaching within each school. The findings of each case study were examined in combination with the survey results in order to develop broader understandings

of the use of literature in language teaching. Table 3.1 provides an overview of the case studies.

Table 3.1 Overview of case studies

	Teachers interviewed	Lessons Observed	Students in discussions
School A	9	3 lessons: English, French, Spanish	26
School B	14	7 lessons: German, French, Spanish, Italian	22
School C	9	7 lessons: English, French, Spanish	32

In keeping with this case study approach, qualitative analysis was conducted separately for each of the three case study schools, to identify the themes dominant in each particular case, but a common analytical approach was developed in order to achieve, in Miles and Huberman's (1984, p. 23) terms, the desired 'data reduction, data display and conclusion drawing'.

The lessons were audio-recorded and we took field notes during the lesson as well. We also collected lesson materials. After each observation, we interviewed the teacher and discussed the lesson with them. In some cases, we introduced an element of stimulated recall (Gass and Mackey, 2000) into the interview, through playing back to the teacher excerpts from the lesson, showing them transcriptions of specific interactions during the lesson, and asking the teacher to comment on them. This means that there is some overlap between 'what happened' in each lesson and the teacher interviews, and the two are jointly analysed.

Interviews of teachers we had observed started with questions about specific aspects of the observed lessons and then moved on to questions about the teacher's use of literature in language teaching more generally. Individual or group interviews with teachers we had not observed teaching started with these more general questions, and then, like all our interviews, developed according to the responses of individual teachers. We worked from an interview question frame using same frame in each of the three schools (see Appendix 1). This use of a semi-structured approach to the teacher interviews allowed us to probe areas of interest to this research study while improvising and moving with teachers' particular interests and preoccupations. In addition, as the interviews in a specific school progressed, we introduced other issues that had been raised by teachers within that school and which we felt would be worth exploring with other interviewees: we added or substituted questions to reflect our tentative, emergent findings. Each interview lasted between 20 and 40 minutes and was audio-recorded and transcribed verbatim to ensure we captured all that each teacher had to say. The interviews in School A and School B were all held in English; in School C two interviews were held in French (Teacher C4M and Teacher C6I), one interview in Spanish (Teacher C7S), and the remaining six in English.

In each school, we held several discussions with students to gather students' views of the use of literature in language teaching, and its impact. The discussions involved groups of differing sizes. In Schools A and C, they involved intact classes of between 11 and 18 students; in School B the discussions took the form of focus groups of between five and ten students. The discussions with learners lasted between 30 and 45 minutes. We started each focus group by handing out a simple qualitative questionnaire (Appendix 2), asking students to record their thoughts on why literature should be used in language teaching and why it should not, and collected these sheets before the focus group began, so that their written responses were not influenced by the focus group discussion. We then collected the questionnaires and asked the

students to give us their thoughts on the use of literature in language teaching, aiming to say as little as possible ourselves, but ‘throwing in’ questions if there were lulls in the conversations (see focus group questions, Appendix 3). In School A, students in the first focus group did not respond to these more open questions about their views on literature in language teaching, and so for the second group in School A we used a more structured activity, asking students to respond to an imaginary situation where parents are objecting to a particular literary work being used in a language B class (See Appendix 4 for the task sheet). This produced the desired engaged discussion about the impact of the use of literature in language B classes. In School C we used this task in one class and a more discussion oriented approach in the other class.

We transcribed the interviews and focus groups verbatim, though without transcribing hesitations, repetitions or false starts, as our focus was on the content of the interviews rather than on the linguistic elements through which this content was expressed. Ultimately, we were interested in what our participants told us about their practice, and the focus of our transcription was on that.

We used a three-stage analysis process to analyze the interview and focus group transcripts and the written responses to the simple qualitative questionnaire used at the beginning of each student focus group. The first stage was data immersion (Becker, 1986), through transcribing recordings ourselves, reading and rereading transcripts and taking initial notes of impressions. We then used an inductive thematic coding process to identify themes (repeated ideas or concepts) emerging from the transcripts. We chose to use inductive coding, rather than deductive or ‘a priori’ coding as we wanted to identify what the teachers were telling us about literature in language teaching (and later compare these, where relevant, to ideas from the literature) rather than use the data to ‘test’ an idea from the literature, and therefore start with a pre-set coding framework based on the literature (Braun and Clarke, 2006). Our inductive coding involved identifying repeated ideas or concepts, noting these down and amending this list as we worked through the third stage, going through the transcripts again until a stable list of themes emerged.

We dealt with the lesson observations separately by listening to the recordings several times, transcribing selected passages from the recordings, reading and rereading our observation notes, studying the lesson materials and using this information to write accounts of the ways in which literature was used in language teaching in these sessions.

The findings from the case study analyses are presented in Section 4 of the report, school by school. Within each case study, we present a general overview of each school, followed by our findings from the teacher interviews, the classroom observations and the student focus groups (including the short open questionnaires). In the analysis, teachers are identified by their school, number (each teacher in each school is given a number) and the language B they teach. Thus, Teacher C9EF indicates a teacher in school C, the 9th interviewee in that school, who teaches English and French as languages B. We end each case study with a synthesis or summary of our findings from across these forms of data collection.

3.3 The teacher survey

3.3.1 Constructing and piloting the questionnaire

The questionnaire was based on previous questionnaires in this area (e.g. Davis et al, 1992; Martin and Laurie, 1993), on our own introspections and discussions about issues of using literature in language teaching, and on interviews with teachers of different Languages B, designed to reach a sense of current common practice in order to identify potential issues that could be raised in the questionnaire. With the help of the IB, we identified a number of possible interviewees. We interviewed ten teachers, two English teachers, two Spanish teachers, two German teachers, and one teacher each of Arabic, Mandarin, French and Hindi, with a worldwide geographical representation. We analysed the interviews and drew out the most important themes that emerged, which we then used in conjunction with the literature and our personal knowledge to construct items for the questionnaire. The questionnaire was refined through a number of iterations, with input from Mary Garland, Ryan Joyce, Heike Schröder and Alison Smith at the IB prior to launching the pilot survey.

The pilot survey was launched on 9 October 2015 and was open for a month, until 11 November 2015. We forwarded the link to the teachers who had been interviewed and asked them to forward it to colleagues. We also forwarded it to other IB teachers we knew. We collected responses from 32 participants, though some of these completed only part of the survey. They were teachers of Chinese (2); Danish (1); English (5); French (6); German (2); Hindi (1); Mandarin (3); and Spanish (13).

We conducted a reliability analysis for the pilot survey and overall most questions had a very good to excellent reliability. Of the 17 question batteries in the survey, two batteries had $\alpha \geq 0.9$ (excellent); seven had $0.9 > \alpha \geq 0.8$ (very good); 3 had $0.8 > \alpha \geq 0.7$ (good), three had $0.7 > \alpha \geq 0.6$ (questionable), and two had $0.6 > \alpha \geq 0.5$ (poor). One of the batteries with a poor reliability measure had only three items, but the other had eight items. Some improvement could be achieved by removing one of the items in the former battery, but no improvement would result if any of the items in the latter were removed. We decided to keep the survey items as they were; some of the items that could be removed in order to improve reliability were important to us, and we did not feel that the improvement was such that sacrificing some of the items would be warranted. (See Section 3.3.3 for reliability of final survey).

3.3.2 The final survey: administration and response rate

After additional work on clarifying the questions, as well as translating the questionnaire into French and Spanish, the survey was launched and was open between 28 March 2016 and 10 May 2016 (the full questionnaire appears in Appendix 5). Because the IB has no email addresses for teachers, the survey link was sent to the DP Co-ordinators in 497 schools worldwide (a random sample drawn by the IB survey expert) asking for their cooperation in distributing it to their teachers. A reminder was sent on 27 April 2016.

Because we do not know how many Language B teachers are represented in the 500 schools to which the survey was sent, and because we cannot be sure that all the Diploma Co-ordinators actually forwarded the survey to teachers in their schools, we cannot calculate a response rate for the survey. What is clear, however, is that there was a high level of attrition in the responses, beginning with the very first questions. Table 3.2 below demonstrates the attrition in the number of respondents at each stage of the survey.

Table 3.2 Respondent numbers at different points in the survey

Stage	N
Choosing a language of response	374
Answering the first demographic question (age)	326
Completing the demographic survey	283
Answering the first substantive question	265
Responding to the last group of questions	221

The first place of attrition is in juncture between choosing a language and responding to the first demographic question. The group of respondents who did not go on to answer any of the questions ($n=48$) may have opened the link out of curiosity but then decided not to respond. The additional attrition at different points is probably explained by questionnaire fatigue, or through intending to come back to complete the survey at a later date but not doing so. We explored different hypotheses for attrition – for example, the hypothesis that teachers who had received less training in teaching literature on their Initial Teacher Education programmes than others were more likely not to complete the survey, but found no difference in the rate of attrition between the groups we examined.

In addition, there were cases of item-level missingness (Newman 2014). After eyeballing the data, we examined the response rate for specific items and in most cases this missingness seemed random; in a number of items we hypothesised a reason for this, but when we explored the responses we were unable to find an explanation.

3.3.3 The final survey: reliability

We conducted a reliability analysis and overall most question batteries had a good or excellent reliability with excellent Cronbach's alpha. Of the 17 question batteries in the survey, five batteries had $\alpha \geq 0.9$ (excellent); five had $0.9 > \alpha \geq 0.8$ (good); five had $0.8 > \alpha \geq 0.7$ (acceptable), one had $0.6 > \alpha \geq 0.5$ (poor), and one had $0.5 > \alpha \geq 0.4$ (very poor). The poorest performing battery had only 3 items.

Table 3.3 Reliability analysis for final survey

Battery (Items*)	N**	No of items*	Cronbach's alpha
1. General attitudes towards literature and literary texts in the classroom (1.1-1.8)	257	8	0.881
2. Views of the contribution of literature to understanding cultural issues (2.1-2.4)	257	4	0.911
3. Views of the advantages of using literary texts (3.1-3.10)	246	10	0.924
4. Views of the contribution of literary texts to language skills development (4.1-4.8)	240	8	0.899
5. Frequency of using different literary genres (5.1-5.5)	235	5	0.701
6. Using literary texts to teach or practice specific skills (6.1-6.7)	238	7	0.902
7. Using learner-centred activities with literary texts (7.1-7.8)	228	8	0.824
8. Using teacher-centred activities with literary texts (8.1-8.8)	222	8	0.834
9. Creating connections with other teachers and curricular areas (9.1-9.4)	227	4	0.762
10. Views of students' attitudes and abilities (10.1-10.3)	234	3	0.458
11. Teacher confidence and using literature (11.1-11.4)	233	4	0.910
12. Sources for ideas for ways of using literary texts (12.1-12.8)	218	8	0.813
13. Language factors in text choice (13.1-13.9)	214	9	0.816
14. Content factors in text choice (14.1-14.8)	217	8	0.703
15. Various factors (1) in text choice (15.1-15.9)	208	9	0.717
16. Practical and personal factors in text choice (16.1-16.5B)	217	5	0.794
17. Various factors (2) in text choice (17.1-17.7)	208	7	0.594

* Open ended items are not included in this analysis.

** Ns reported in Table 3.3 are lower than the Ns reported elsewhere in this report. This is because the procedure calculates reliability only on the basis of respondents for whom there is no item missingness.

Section 5 reports the statistics for each item in the survey by group. We conducted additional analyses of all items to look at three variables: the amount of training in using literary texts that respondents reported to have received in their ITE courses, the role of literature in their academic university qualification, and the Language B that the respondents were teaching. (We also conducted additional analyses on some parts of the survey; these are explained in Section 5.)

3.3.4 Survey analysis by amount of training in using literary texts in ITE courses

We asked our respondents to answer the question, ‘How much training in using literary texts did you have in your initial teacher training?’ The options for answering were ‘It was an important part of my initial teacher training’; ‘It was a minor topic during my initial teacher training’; ‘It was not touched upon at all in my initial teacher training’. There were 110 teachers in the first group; this went down to 93 by the end of the survey. There were 97 teachers in the second group, which was reduced to 79 by the end of the survey. There were 55 teachers in the third group, and this group was reduced to 43 by the end of the survey.

3.3.5 Survey analysis by language B taught

The majority of our respondents were teaching English, Spanish, and French, with Mandarin and German quite far behind. There were 12 other languages represented, but they were taught by fewer than 10 respondents (Arabic, Hindi, Italian, Indonesian, Japanese, Portuguese) and sometimes only by one respondent (Dutch, Korean, Latin, Norwegian, Russian and Swedish). In addition, fewer than 10 German teachers completed the whole of the survey. We therefore conducted the comparative analyses with only the four main languages which our respondents taught: English, French, Mandarin and Spanish. The pool of respondents for this analysis included 84 teachers of English; 68 teachers of Spanish, 53 teachers of French; and 17 teachers of Mandarin, though again the number of respondents per question varied, with different levels of missingness for different items, and overall a reduction in numbers in later items.

We conducted the same type of analysis explained in Section 3.3.3 above. Overall, 49 items of the 118 items on the survey showed significant differences between teachers according to the language they taught. The detailed analyses are presented in Section 5.

3.3.6 Qualitative elements of the survey

The substantive part of the questionnaire contains six open questions, that is, invitations for participants to respond by writing text. Two of these are 'fully open' in that they are asking for everyone to respond with written text; no choices are offered for selection. The other four offer participants' choices for selection but the option to write their own responses if appropriate. These questions were analysed by examining frequencies of certain types of responses (thus quantifying this qualitative data in a simple way) and then identifying response patterns (a simple form of the inductive thematic coding discussed above).

3.4 Ethical issues

The project received ethics clearance from the UCL Institute of Education Ethics Committee on 26/7/2015. All participants were promised anonymity, and it was made clear that it was permissible to withdraw at any point. Parental consent was sought for all learner participants, using an opt out procedure (though many parents did return the form, affirming their willingness for their children to be recorded for the purposes of the study.) Only one parent refused permission for their child to participate, and one additional learner decided not to take part.

Ethical issues arise in our reporting as well. We have attempted to provide enough information about each school to establish the teaching context, but have withheld details that would identify the school, including identifying its location. Although we have identified the language of the country in which each school is located, in each case there are a number of countries where that language is spoken.

4. FINDINGS: CASE STUDIES

This section presents the findings from the three case study schools separately. Within each case study, we provide an overview of the school and the data for the case study, and then discuss the themes from the teacher interviews. We then move to a discussion of the lesson observations. We provide a short description of each lesson in order for the reader to understand the actual activities that were included in the lesson and then provide a summary and commentary of the pedagogical issues that emerged from our observation. We follow with the findings from the student focus groups and discussions, and end with a summary and conclusions for each case.

4.1 Case Study School A

4.1.1 Overview of School A and the Case Study

School A is a long-standing IB school in a large city in a German speaking country. It offers the Primary Years Programme (PYP), the Middle Years Programme (MYP) and Diploma Programme (DP), and has ca. 1,400 students, of whom ca. 120 have taken the full IB Diploma in each of the past 5 years. It has a strong tradition of providing mother tongue teaching in many different languages, often on a one-to-one basis. The school is a book-rich environment, with special topics being the subject of exhibits of books in vitrines in the corridors, posters for the school play, and so on.

We visited the school for four days in December 2015. We undertook the following activities:

- A group interview with three heads of department, Teacher 1 (English), Teacher 2 (German), and Teacher 3 (Spanish) and with one additional teacher, Teacher 4 (English).
- Three lesson observations, each a double period, of English B, German B and Spanish B. The three classes observed were of different sizes – 12 students in the English class, 11 students in the German class, and 4 students in the Spanish class.
- Three subsequent interviews with the teachers who were observed, with part of the interview being a stimulated recall (see also Section 3.2).
- Five additional interviews with teachers – three teachers of German as Language B, one teacher of French as Language B, and one teacher of Spanish as Language B. Not all teachers were teaching Language B HL at the time of the interview but all (but one, Teacher A6G) had done so in the past.
- Group activities with two classes of English as Language B HL (Year 1 and Year 2) to elicit their views of literature in Language B HL classes. The Year 1 class was asked to fill in a short open-ended questionnaire (Appendix 2), and a discussion was then held about their views of literature in Language B classrooms (Appendix 3). We felt that this approach was not particularly productive, and for the Year 2 group, a different approach was taken: students were presented with a scenario whereby parents had objected to the use of literary texts in the IB Diploma Programme, and the students (in groups) had to respond in the name of the school (see Appendix 4). Each group then presented its response to the rest of the class.

Notably, within the three Language B classes that we observed there were students at quite different levels. In all classes, there were a number of near native-speaker students, alongside students for whom the language studied was a ‘true’ Language B. Teachers did comment on the fact that they had a mixture of abilities in their classes. The complexity of the situation is

reflected in the fact that some students take the teaching language of the school as Language B; some of them had in fact taken this language as Language A on the MYP. Others take German as Language B, though here there are differences too: some students speak German with one parent, whereas for others it is more akin to a foreign language rather than a second language (for example, Teacher A2G mentioned that with some of her learners she needed to provide additional conversation lessons once a week on a one-to-one basis). Teacher A3S made it clear that in her classes she would not be able to do the kind of activities that teachers of English and German were talking about.

Some of the teachers interviewed were not teaching Language B HL, but had done so in the past. Some had not taught Higher level, but this only emerged late in the interviews and their comments are included if relevant to the points being made. Some were teaching HL classes separately from the Standard level, but in other cases the two groups were together and the HL students were then taught separately for the literature component. This meant that in some cases it was not clear which class the teacher was referring to.

4.1.2 Themes emerging from School A teacher interviews

Below we discuss the various themes that emerged from our analysis of the teacher interviews. Before we present these themes, it is worth noting that the nine teachers who were interviewed were all engaged with literature and often passionate about it and as a group, they expressed a strong belief in the value of literary texts in Language B HL teaching. Teacher A8G, for example, suggested that literature ‘opens up a whole new world’ to the students, and when asked whether he thought that literature engages learners in ways that factual texts don’t, replied, ‘Absolutely’.

The teachers in School A discussed not only the two books that they read with their classes, but also mentioned, in passing, many other pieces of literature which they might use with their classes in relation to the topics they are using. Teacher A7F said: ‘I read books and I gonna read a paragraph and I think wow, that ties in with the topic that we are studying and I’ll print off the text’. The rich experience of the teachers as well as their commitment to using literature in the classroom was evident in the large number of texts that each teacher mentioned as having taught. Teacher A5S, for example, mentioned nine different works that she had taught; Teacher A8G mentioned six different works, two of which were mentioned by a large number of teachers - Bernhardt Schlink’s *Der Vorleser* (*The Reader*) and Wolfgang Herrndorf’s *Tschick* – but the others were mentioned only by him.

Assessment

Assessment was a very strong theme emerging from all teacher interviews (and indeed in the observations as well; see below): all teachers introduced the topic of assessment without any prompting and many came back to it time and again when discussing their lessons. In the group interview with teachers 1-4, Teacher A3S stated that ‘you read the book to do the assignment’; she later added that ‘the approach to literature with the high levels it’s always related to what do they need for the IB exam’. Teacher A5S, for example, discussed her teaching career and mentioned that she taught both MYP and DP, suggesting the importance of doing both, and went on to explain that this was important because ‘when you for example design a task in MYP you have in mind the IB task. This idea about progression you know or continuum you can see that.’ The same teacher later provided an example of her teaching: ‘I

try as well in Grade 10 to make them read and then I am asking, and it's like a competition, OK, an opposite of whatever in Paragraph 1. Like in IB paper 1.' Teacher A2G discussed the level of language she was using in her Language B classroom and said: 'I speak fast, deliberately (....) one criterion in the oral exam is that the language is authentic in order to reach the highest points, and I think I should expose them to authentic if I want authentic from them'. Teacher A3S talked about the importance of working on comprehension for Paper 1 and the way in which her work on a poem would contribute to that. Teacher A1E also commented on the way in which the type of activities that she was doing with the novel would help the learners with Paper 1 and with the speaking assessment. Teacher A5S mentioned that she 'organised a practice of interactive oral' about a short story by García Márquez that she had taught. Even when discussing teaching learners to speak about feelings, Teacher A3S mentioned that 'in this case I wanted them to express feelings because part of the assessment in paper 1 and paper 2 is to be able to express feelings'.

Assessment in relation to literature, then, was seen not only in terms of the specific written assessment for the two books read by the class, but in relation to many of the other components of the Language B assessment. This was summarised well by Teacher A7F who said, 'You've got to do things that you think will be useful both in terms of the cultural linguistic knowledge but also in terms of exam skills' and later added 'If I use a text I am not going to use a text just for the sake of using a text. I am going to look at what exam skills they can get out of it.'

This focus on assessment also leads to a focus on different genres and the different genres that might be required in the assessment – e.g. a book review or a blog (Teacher A6G, Teacher A8G). The assignment also has a strong effect on the choice of pieces that teachers choose, because of the need to choose a book that will provide a large number of students with the possibility of writing different assignments. Teacher A2G states that 'because students have to write a written assignment with it, and when you have a class, none of the students can write the same text'.

As we have seen above, teachers connected MYP teaching with leading into the IB Diploma programme. This was explicitly connected to assessment issues by Teacher A9G, who made the point that there is more freedom with the MYP, because there is no need to prepare the learners for the exam; she therefore works on creative writing of poems with them, something she feels she cannot do in the Diploma programme. In fact, comments made by a number of teachers suggested that MYP teaching included more literature than teaching towards the IB Diploma. Teacher A1E said that in MYP classes 'every single unit we teach is based on a work of literature and we take that as the exit point for the language development'. In fact, Teacher A5S suggested that some of her colleagues on the MYP programme were using much more literature than she was.

The focus on assessment is shared by the students, as reported by the teachers. Teacher A7F reported that after one activity, the students reacted positively, saying that 'we learn the literature to learn language, proper language that we can then re-use in the oral exam or in the written exam'.

Choice of work

A number of teachers made it clear that their classes often read more than the required number of books. Teacher A2G said that in addition to reading four books, her students also read short stories, as well as poetry. In some cases, teachers chose excerpts, as well as poems. Teacher A1E keeps one work constant, but then varies the other according to the interests and level of the class.

Teacher A5S was doing two different works with her class: she had offered her small class of four learners two different works, and two pairs of learners had chosen different works. Normally she would bring in the books, discuss them briefly and ask the learners to make their decisions. Teacher A7F provided his students with information about the different books and the students then chose the book. On the other hand, in at least some cases the choice seems to be made by the teachers (e.g. Teacher A9G).

A major element in choosing works was accessibility. Teacher A7F felt that the accessibility of the topic and the protagonist played an important part, but sometimes the genre could be decisive: in a previous year, his students had chosen plays because they were interested in drama. He stated explicitly that the 19th century classics were not going to work with language B learners, a point echoed by Teacher A8G, who made the point that some literature can come across as ‘too big, too “I can’t access that”’. Teacher A9G made a similar comment when discussing a book that she would have loved to teach, *Nachtzug nach Lissabon (Night Train to Lisbon)*, by Pascal Mercier, but which is more appropriate for readers with more life experience. Teacher A5S felt that the genre of the works she was offering her learners – e.g. a novel written in journal form – might play an important part in this accessibility.

Teacher A8G also expressed his belief in the importance of reading for developing concentration, and the importance of the students learning to reflect on their reading, make decisions about when to read, where to read, and ‘to be able to decide on the rhythm of how they get the message’.

Topic and Time

The centrality of topic in terms of choosing the works to be taught, structuring the teaching, as well as supporting the teachers’ thinking about their lessons came through in all School A interviews. Teachers often framed their answers in terms of the topic, as for example, in the following exchange with Teacher A5S:

Interviewer: Have you ever had a lesson when you used literature and the lesson wasn’t successful?

Teacher: This year, because we were in this topic about violence, ok, in different ways. And I proposed to my high level another play by an Argentine writer, by Rodolfo Walsh.

Teacher A8G provided a specific example of linking a short story by Heinrich Böll, *Anekdote zur Senkung der Arbeitsmoral, (Anecdote Concerning the Lowering of Productivity)* to the topic of work and work life. Many of the other teachers brought this out as well: ‘I kind of tie (*Slam*) in with social relationships which is one of the other course topics’ (Teacher A1E); ‘I’ve done like this year, a poem per topic’ (Teacher A2G); ‘usually we pick texts in relation to the topic we are studying’ (Teacher A7F). Teacher A7F specifically stated that he uses the literature ‘to dig deeper’ into the topic that he is doing with the HL and SL classes together, though he

stated that ‘it’s not always easy to find literature that has got to do with the topic that you’re studying’.

A reverse example of this was provided by Teacher A6G, who mentioned the link between topics and literature a number of times, and who suggested that one of the reasons a poem she taught her class did not work well was that the students felt that it did not fit in with the programme: ‘it’s really embedded in the topic the students know this is part of the programme’. This is yet another example of the way in which an aspect of classroom work is interpreted and framed as topic-related by the teacher.

Time emerged as an important issue for most teachers, and it seemed to some extent to be connected to the need to cover a large number of topics within the two years of teaching, according to Teacher A6G. Many of the other teachers referred to time: ‘The problem for us is as usual time, enough time’ (Teacher A5S); ‘time is also a factor in how much literature we do with them’ (Teacher A1E). Teacher A7F, too, would use more literature if he had more time. Time also has an impact on the type of activities: ‘we don’t have the time to do a proper literary analysis’ (Teacher A3S).

The teacher’s own engagement

Another important element in choosing the piece to teach was the teacher’s own engagement with it. Teacher A2G, talking of the Young Adult Novel *Tschick* (Wolfgang Herrndorf) said that she wouldn’t recommend everyone to do this: ‘you really have to like the book and be behind it and be ok with it’. Likewise, Teacher A1E commented that ‘you need to be passionate about the book you are reading’. Teacher A3S said, ‘You choose the book and you like the book and then you feel really comfortable with the book and then you prepare them for the exam.’ Teacher A5S said that ‘it’s really important to have a real idea about who your students are, and for me to be very passionate about something.’ Likewise, Teacher A7F talked about works of literature that he has read himself and has enjoyed.

Language work

Although some teachers do link the literature with grammar (e.g. Teacher A5S), the majority link it with vocabulary, which came to the fore in most discussions of language activities. When discussing her objectives for the lesson observed, Teacher A2G said that she had hoped they would pick up the differences between different terms, going on to describe her way of working with lexical chunks and phrases to help the learners remember them. Teacher A3S said, in a discussion of the exam, ‘It’s language B (...) it’s a lot of vocabulary and expressions and connectors’. Earlier, in a group interview, she compared her work with that of the English and German teachers, and said: ‘first you prepare the vocabulary, and I think that’s something you (the English and German teachers) don’t have to do.’

Teacher A3S specifically made the point that she would do grammar when her Higher and Standard level students were together, but that she would focus on vocabulary when dealing with the literature. Indeed, she suggested that vocabulary was crucial for approaching literature: ‘how can you approach literature lesson or poetry or difficult texts when the students they really have problems with vocabulary, with expressions, with separating sentences, with putting together two sentences with *coordinación* with *subordinación*’.

Likewise, Teacher A6G specifically made the point that she would use literary texts for teaching vocabulary, not for grammar.

Reading and reading aloud

Teachers varied in the way in which they treated the reading of the work. Teacher A1E, who used to ask her learners to read at home, now makes sure that she reads everything with them in class, and is finding this more effective. Others, on the other hand, may start in class but then divide the reading between class and home.

Reading aloud was mentioned by most teachers, and overall there was very strong support for this, in spite of awareness by at least one teacher (A1E) that this might not be considered appropriate by methodologists. Teacher A1E mentioned a variety of techniques which she used to rotate the reading aloud among the learners. Teacher A2G suggested that 'in all classes (the learners) prefer that'. Teacher A7F made it clear that 'at the beginning we will definitely read the first few chapters together in class aloud', and that there was very little silent reading. Like other teachers, he asks the students to read aloud, and very rarely reads aloud himself in class. He suggested that 'when they read aloud they are more focused on what they are reading. I also find out that it improves their pronunciation'. Teacher A8G starts the reading by having the learners read out loud to the rest of the class. Teacher A9G also mentioned that her students are always eager to read aloud in class.

There are various ways of allocating the reading aloud. Teacher A7F talked about asking for volunteers, or allocating by numbers, and Teacher A1E talked about students reading aloud until they make a mistake, and then nominating another reader, as well as other methods of reader allocation.

Literature as different from other texts: empathy and feelings

When asked to compare what they could do with literary texts and what they could do with other types of texts, teachers overall thought that literary texts had other affordances. Teacher A2G said that she makes the point to her students 'that literature can capture concepts and ideas in a way that non-fictional texts can not'. Teacher A1E said that 'I think it gives you a view into maybe a society that you wouldn't be exposed to, you wouldn't be able to feel, to get the quality of, if you were just reading a text about the class system in the UK', and Teacher A4E suggested that students 'get exposure to different perspectives' when reading literature.

A number of teachers suggested that the advantage of using literature is the possibility of focusing on feelings, empathy and the lives of others. 'Literature 'is not only the information by itself, the basic information, but the feelings' (Teacher A5S). As Teacher A4E said, 'that's part of what literature does, it opens up their eyes and they see another perspective'. In a similar way, Teacher A3S described how, when talking about poems, the discussion focuses on feelings. She felt that 'the part of good literature allows me to approach certain things in a very different way'. Feelings were also mentioned by Teacher A6G, who described how she would work with a specific page in the book she was using, asking learners 'which feelings does it provoke, what does this mean to you'. Teacher A6G talked about the 'expressive sentences' that learners could take away from a literary work, something that would probably

not happen with a magazine article, where work would be mainly on the content. She thus connects the focus on feelings with the linguistic means needed to express these feelings.

Genres

The teachers in School A mentioned, in passing, a long list of works which they taught, in many different genres – novels, Young Adult Novels, fairy tales, short stories, and plays. Teacher A5S, who has a strong background in cultural studies, was in fact looking for a film script that she could use with her learners. She also commented on the possibility of using Young Adult Novels, pointing out that learners would read *The Hunger Games* and that the challenge then became finding similar works for her learners to read in Spanish. Teacher A7F used plays because the class he was teaching was interested in drama. He enjoys using short stories, because they are short and can be done within a defined period, and has also used fairy tales.

One genre on which views were divided was poetry. Teacher A4E talked about poems by Robert Frost, and Teacher A2G talked about a dialect poem, connected to the topic of tourism, which her students enjoyed. Teacher A3S mentioned the need to use poems in the programme, because ‘they always have one text in the exam where is literature. And then every three or four years, it comes a poem. And (the students) are so surprised’. Two of the lessons observed dealt with poetry (see below). However, other teachers voiced very specific concerns about poetry. When asked to give an example of a literature lesson that did not work well, Teacher A5G mentioned a lesson on poetry, as did Teacher A3S. Teacher A7F felt that ‘there isn’t a lot of poetry that is accessible’, a point he was quite insistent on, and he only uses poetry in Grade 12.

Culture

A number of teachers mentioned culture as part of teaching literature, but the meaning of ‘culture’ was not always clear in their discussion. For example, Teacher A1E, after mentioning that literature is ‘a way of showing them things about the culture that you wouldn’t be able to do in such a way, not if you were just reading’ goes on to explain that the book she was reading with the group ‘gives you a view into the class system in the UK’, the implication being that this was what she meant by ‘culture’. Teacher A3S, on the other hand, made it clear that in her lesson, she had intended the students to learn about poetry in Spanish and the importance of being acquainted with some of the important Spanish-speaking poets, such as García Lorca, Becquer and Benedetti; she thus clearly wishes the learners to be introduced to important cultural figures and artefacts. Other teachers mentioned culture as well, but did not elaborate on its meaning. Teacher A5S (whose background is strongly rooted in cultural studies) said that she also uses literature with standard level students: ‘they have to understand not only the tool, the language, but also the culture itself - which is much more complicated’. Similar general references to culture were made by Teacher A7F (‘the impact is ... on the culture, from a linguistic and cultural point of view that’s invaluable’) and by Teacher A8G (‘it’s about the culture, it’s about the surroundings, it’s about the ideas that kind of develop in a culture’).

Literary elements and analysis

Overall, teachers in school A positioned themselves as using literature to teach language, and as teaching literary analysis or devices only as far as this fed into the type of understanding of

style needed for the students to produce their written assessment. This is expressed, for example, in Teacher 7AF's statement that 'we might explain why the character is doing what they're doing'. Having said that, there were differences between teachers, and in fact Teacher A1E commented in the group interview that 'there is a kind of uncertainty as to how much we are expected to do'. Later on, however, she made it clear that stylistic choices are not part of what is done in her classes. Teacher A2G made the point that when teaching Ödön von Horváth's play *Geschichten aus dem Wiener Wald (Tales from the Vienna Wood)* part of the teaching would be about the way in which 'the use of language forms our image of the person'. Thus, though she framed this as a language issue, this clearly has strong links with literary analysis. Teacher A3S discussed the way in which she discusses metaphor and simile, suggesting that the students already know this from their other studies. In fact, she made the point that some of the more probing questions on the IB exam bear a relationship to an understanding of metaphor in terms of their emphasis on deeper thinking. She does teach meta-language, different types of rhyme, stanzas, etc., making the point that the students 'need to use a proper language when they talk about things'. Teacher A6G mentioned that she discusses the effect of the fact that the book she was using, Janne Teller's *Krieg (War)*, was addressed directly to the reader in the second person ('Imagine if you...'). She did, however, make the point that the literary terminology she taught was the type of terminology needed for a book review, thus, again, illustrating the strong impact of the assessment on what was being taught.

4.1.3 Lesson observations

Session A: English B HL Year 1 class working on *Slam* by Nick Hornby, 75 minutes, 12 students, Teacher A1E.

Lesson Description

The teacher began the lesson by introducing the researcher and asking the learners to summarise the novel so far for the benefit of the researcher. She then distributed quotes from the recent sections that the class had read, and asked the learners to identify who said the quotes and what they were thinking when they said them. The class worked in pairs for 6 minutes, and then went over the answers together, with the teacher constantly probing into the reasons for the points expressed in the quotes (e.g. when one student made the point that a character in the book was being sarcastic, the teacher asked, 'why is he being sarcastic?')

The next stage of the lesson was a carousel activity, for which the teacher had prepared five sheets with five different scenarios of options open to the protagonists of the novel (the narrator and his girlfriend, who is pregnant). In groups, students commented on the pros and the cons for one scenario; they then moved to a different scenario, read what the previous group had written, and added their own thoughts. They then moved to a third scenario. The teacher circulated among the groups, probing their thinking, adding information, and so on. Rather than having all students comment on all five scenarios, the teacher realised that the activity was not generating a great deal of new material, and students were spending an increasing time reading what previous groups had written, rather than expressing their own thoughts. She cut the activity short, and asked the groups to return to their initial piece of paper, and each group then summarised what they and the other groups had written about

this option for action. Again, the teacher probed and asked the learners to expand on the reasons for their answers. This part of the lesson ended with the teacher asking each of the students individually to say what they thought the protagonists should do.

The second half of the session (in effect a second lesson) focused on writing for the assignment. The teacher introduced a choice of two tasks, an email and a diary entry, and learners were asked, in pairs, to jointly write the text they chose. As preparation for the joint writing, students reviewed the guidelines for each genre from a handout which they then summarised on a shared document. Once they had done this, they began writing the email or diary entry.

Summary and commentary

This lesson was characterised by a discussion of various aspects of the novel being read and was essentially a revision lesson, as no new parts of the novel were being discussed. Most of the lesson was spent by learners discussing the novel in pairs or groups, revisiting quotes and revisiting issues, followed by a round of individual comments which again served to revisit the issues on an individual basis. The teacher here was very much an organiser of activities, circulating among the groups and pairs, providing some language input (though that was minimal) and allowing the learners to express their views and opinions. She never expressed her own views, and only provided factual information that the learners might not be expected to know – e.g. about the stage of pregnancy that the female protagonist of the novel was likely to be at. It was noteworthy that the teacher had decided on the grouping of the learners beforehand and had paired or grouped them in ways that she thought were most beneficial for them.

The second half of the lesson explicitly focused on the assignment, and focused on joint writing in pairs. The activity clearly invited learners to think themselves into someone else's position (in this case, the friend of the protagonist's) as a way of how to communicate with others. Interestingly, the teacher chose two genres which required a different type of empathy: one a very close degree of identification (a page in a diary) and the other a more distant one (an email from a friend of the protagonist's, responding to her situation).

Apart from the quick revision activity at the beginning of the lesson, the activities were overall open ended, inviting students to express their own views. In the second part of the lesson, students were presented with a choice of genre and pairs were allowed to choose the one they wanted to do. All the activities were pair work, allowing learners to learn language from each other: the recordings show examples of cases where one student uses words that the other does not know.

Session B: German B HL Year 1, working on two short texts on migration from *Deutsch im Einsatz* (Fox, Marshall, Brock and Dunker, 2013) and on creative writing, 75 minutes, 11 students, Teacher A2G.

Lesson description

The lesson began by introducing the researcher, and reminding the students of the study. Two of the male students left the class, as they did not wish to take part in the study, and were assigned work to do from the course book, which they did outside the room, with the teacher

going out of the classroom to check on their work from time to time. Notably, no two students in the class came from the same linguistic background as any of the others, and many came from highly international backgrounds; often their parents came from two different national and linguistic backgrounds, and many students had lived in different countries.

The lesson proper began with a long turn by the teacher, of about three and a half minutes, or 400 words, connecting the topic of the lesson to the previous lesson and introducing the reading text. She introduced a number of questions about migration and emotional connections to countries which then served as a thread through the lesson: where do you feel at home? What is your 'home' country? What do you miss when you are away? This was followed by three learners reading the text aloud, with the teacher deciding when to transition from one learner to the next. After clarifying some of the vocabulary, the learners were asked to answer the questions on the following page, a stage which lasts about 7 minutes. The teacher then summarised the answers from the different groups, and introduced the second text, which was connected to assessment issues through the text type – a speech. This text, too, was read aloud by two students and they were then asked to spend three minutes answering one of the comprehension questions on the text (which emotions does the speaker feel), and this was followed by a discussion of these answers in the plenary. The teacher then asked the learners to return to the questions posed at the beginning of the lesson and relate them to themselves. Students spent nine minutes on this group discussion, and then returned to the plenary, where the teacher asked a number of students to tell the class what they felt about these questions for ten minutes.

The teacher then introduced the next task, in which learners were asked to write a poem about their feelings about the concept of *Heimat* ('homeland' or 'home'). The poem format, an *Elfchen*, a poem of 11 words with a specific format and content for each line, was presented in the first five minutes, with a number of examples, and students were then given 15 minutes to write a poem of their own on the topic. Students worked individually but also consulted each other and the teacher for words and for rhymes. The poems were then copied on to colour paper and put on the wall and the teacher and students walked around, reading the poems and commenting on them.

Summary and commentary

Literature functioned in this lesson in two ways. The first was that the sources of the texts for the lesson were two different literary genres: a literary-style essay and a speech. The treatment of these two texts followed the format of a reading-comprehension lesson, with an introduction by the teacher, reading a text aloud by the students, and then answering reading comprehension questions in pairs. However, the teacher skipped some of the comprehension questions in the book and focused on those questions that required more inferencing and identifying emotions expressed indirectly in the text, rather than on the straightforward factual comprehension questions. Student responses in this case consisted mainly of reading out loud the passage in the text where they found those emotions. The teacher also personalised the texts in ways different from the personalisation in the textbook, making use of the fact that the composition of the class was extremely international. Having said that, much of the lesson (the group work and the poem writing) was not connected to the literary

text that was being taught: the various sections of the lesson were connected through the topic of home and feelings of belonging.

In terms of structure and interaction, two elements stand out in this lesson. The first is the balance of interaction types in the lesson. A great deal of the interaction was between the teacher and the class as a whole (with a number of long teacher turns, providing background information on the texts used, for example), and between the teacher and individual students, with other students chipping in from time to time. However, a substantial section of the lesson was devoted to pair work and to group discussion; and another substantial section of the lesson was devoted to individual work in writing a poem.

The second conspicuous element is how reading aloud featured in a number of ways in this lesson. One was that the first reading of both texts was a reading aloud by the students. The comprehension questions (both those discussed in the plenary and those discussed in groups) also initiated numerous reading aloud episodes, as the learners were asked to provide support from the text for their opinions. Finally, the teacher read aloud the poems that she presented to the learners on the PowerPoint, and the students read these poems aloud to themselves as well. Later on, they and the teacher read aloud the poems that the other students had written. The way in which reading aloud functioned in this lesson meant that there was a very large amount of repetition of phrases and sentences, as they were being read aloud by the learners a number of times.

Session C: Spanish HL Year 1, working on *Poema 20* by Pablo Neruda from *Ven 3* (Castro and Rosa, 2003) and on a listening comprehension on four Spanish speaking poets from *Gente Joven 3* (Alonso, Martínez Sallés and Sans, 2007) 76 minutes, four students, Teacher A3S.

Lesson Description

The class consisted of four students, three female and one male; two of the learners were Spanish speakers, but had been allowed to take Spanish as Language B by the school (Teacher A3S Interview); one of them was there on the understanding that she would need to allow space for the others to speak; the other Spanish speaking student was quite dominant throughout the lesson and the teacher acknowledged in the Stimulated Recall interview that this was an issue she was constantly facing. Unlike the English and German classes described above, which were intact classes, the learners here would be joined by Standard Level learners in those sessions where they were not doing literature.

The sequence of lessons which this lesson was part of was the first time the class had studied a poem in Spanish (Teacher A3S interview). The lesson itself consisted of two main sections, each taken from a different textbook. The class had already read *Poema 20* by Pablo Neruda, from *Veinte poemas de amor y una canción desesperada* (*Twenty love poems and a song of despair*) and the first part of this lesson focused on this poem, using the exercises in the book (Castro and Rosa, 2003, p. 89). The two exercises focused on lexical issues and on interpreting and reacting to the poem.

The lesson started with a mind map, with the teacher eliciting words connected to 'love', and the teacher explained how useful this could be for generating ideas for a writing task. After about five minutes the teacher did a quick vocabulary exercise and then moved to a grammar

exercise on using colour verbs from the photocopied handout. As the students were unable to form the correct past forms for the first few sentences, this led to a number of additional discussions of the past tenses in Spanish, with the teacher providing examples on the board. This section of the lesson lasted for 10 minutes, and the teacher then moved to the next exercise in the textbook, which contains four multiple choice questions focusing on the meaning of the poem and the feelings it evokes. This section included an explanation, by the teacher, of the difference between metaphor and simile. There was a minute examination of the meanings of words, the sensations that they evoke, and their symbolic interpretation. The lesson continued with another exercise from the textbook, identifying and discussing words related to nature in the poem and discussing the feelings that they evoked. For each of the questions the teacher probed deeper, working with the learners on identifying the actual imagery being used and what the imagery implied.

The second session forming part of this lesson focused on listening comprehension, taken from a textbook (Alonso, Martínez Sallés and Sans, 2007). The topic was the lives of four important poets from the Spanish speaking world, and the texts listened to were a one-minute student presentation on each poet. After a short mention of the importance of poetry for the exam, the teacher conducted a quick pre-listening activity, asking the learners what they knew about the country of origin of each poet. She then introduced the way centuries are written in Spanish (e.g. Siglo XX for 20th century), spending five minutes on this topic. The class then listened to each recorded presentation twice, and collated the information they had for each poet, with the teacher writing the information on the board. The teacher also added information on most of the poets, ensuring that the students were familiar with the background (e.g. the connection between Allende and Neruda; the dates of the Spanish Civil War; the Romantic movement in poetry). The lesson ended with looking at the four comprehension questions in the book, dealing with some of the specific details in each presentation.

As homework, the students were asked to find a short poem in Spanish, find suitable music for it, and to prepare it for a public reading in class at the next session.

Summary and commentary

The lesson was characterized by a very intensive, thorough discussion of Neruda's *Poema 20* (Poem 20). It focused very much on literature as literature, involving quite detailed reading, attempting to uncover the symbolic and metaphoric levels of the poem in quite a detailed manner (though sometimes motivated by IB exam considerations; see below). Interestingly, one of the multiple choice exercises in the textbook asked the learners to identify the feelings that the specific lines of the evoked in them. This can be seen as constraining the range of answers (though one of the options was 'Any other feeling'), or alternatively as modelling the type of response that a reader of poetry might have. Many of the activities in the lesson, however, required convergent answers rather than open-ended, divergent ones.

The teacher negotiated the issues that arose, continually probing and asking students for the reasons for their views, as well as explaining her own views and her own responses. The lesson included an extended section on the difference between the different type of 'love' expressed by the two Spanish words, *cariño* (affection, fondness) and *amor* (love), as well as discussions of the difference between metaphor and simile, and an exploration of a list of

specific nature images. In the interview, the teacher explained that ‘I need to go back to that. Because that’s one of the questions they ask them on the IB exam. Not simile and metafora, but what does it mean?’ She later went on to say ‘In this case I wanted them to express feelings because part of the assessment in paper 1 and paper 2 is to be able to express feelings’. Because of the nature of the discussion, the lesson included a great deal of reading aloud of different stanzas and lines in the poem, mainly done by the teacher. In a small number of cases the teacher asked a student to read aloud a question and the multiple choice answers included in it.

There were also a number of extended language related episodes in this lesson. Some of them were dictated by the exercise in the book, but the teacher then took the opportunity to provide more detailed grammatical explanations. In another case the teacher devoted 5 minutes to discussing and practising how centuries are written in Spanish.

The second part of the lesson had a strong language skills focus, in that it was a listening comprehension exercise, but it also very strongly conveyed the importance of cultural knowledge of canonical writers and canonical works, as well as the importance of other cultural knowledge about the historical context. The teacher explored and explained the context, going beyond what the exercise in the book required (including, for example, explaining that the recording was mistaken in quoting a Nobel Prize for Poetry – rather, the Nobel Prize is awarded for Literature.)

4.1.4 Themes emerging from School A Student Discussions and Questionnaires

The views of students in School A were elicited from two groups, both taking English as Language B with the same teacher, in Year 1 and Year 2. Both groups were studying with the teacher, who was also present during the discussions. As explained in Section 4.1.1, two different methods were used to generate data here: an open-ended questionnaire (Appendix 2) with the Year 1 students, and a presentation task (Appendix 4) with the year 2 students. Plans to conduct similar discussions with a German B class did not materialize.

There seemed to be a consensus among the learners that literature did help with language learning at this level. Many learners expressed this in general terms – ‘better understanding of the language’, ‘help with communication’, ‘through reading literature you might get better at a language’. Many also included specific skills – ‘it improves our writing skills and reading skills’, and others mentioned grammar and understanding different text types.

The main specific point that arose from the analysis of Year 1 questionnaires, Year 1 class discussion transcript and Year 2 presentation transcripts was the contribution of literature to learning vocabulary in Language B classes, in terms of ‘a bigger variety of words’ as well as ‘how to use them in real life’. An interesting example of this is the presentation from Group A in Year 2, who suggested that ‘reading a book is a great way to gain vocabulary’. They then discussed the arguments against using literature, but constantly came back to the vocabulary gain: ‘Against, well, not always the language is appropriate (...). But we didn’t see that as a problem because the vocabulary gained is pretty good.’ Later they said: ‘And what it- the parent said that it’s waste of time (...) well, you’re still learning a lot of vocabulary’.

Another element that was discussed was the way in which literature can ‘help the understanding of culture’ and help learners ‘learn about different cultures’. However, students did not explain what they mean by culture.

Some of the learners equated literature with reading. Group B said: ‘we should keep literature, and literature in English classes and the books It develops the students’ linguistic skills and also their reading skills which are far more important in life than writing skills.’ The same group also saw literature as a motivating force for reading in the future.

Both classes sometimes took the themes of the books that they read quite literally. In their presentation, Group A suggested that a teenage pregnancy ‘could happen to anyone, so we need to be aware and we need to know the consequences, we need to look out for when it happens’. Likewise, Group C focused on Nick Hornby’s *Slam* as having a very specific ‘moral. It’s about teenagers being careful about their sex life’. In a similar vein, Year 1 students’ recollections of Mark Haddon’s *The Curious Incident of the Dog in the Night-Time*, which they had done in Language B in the previous year (in the MYP), focused much more on the activities around the story. They discussed different special needs and the way special needs were demonstrated to them with more detail than they provided about the book itself: ‘before we read the book we went into detail about different sicknesses that people can have (...). That was quite interesting’.

The students in Year 1 focused on issues of difficulty and time as well. This was normally phrased as necessitating caution, rather than being a strong argument against: ‘it might be too difficult and not understandable for some students’. In the discussion, they reiterated that literature can be more difficult than non-fiction. Having said that, Group C in Year 2 suggested that *Slam* was possibly too easy: ‘the language used in *Slam* is not as advanced as it should be for English B Higher level.’ Difficulty also came up in the discussion of different genres with Year 1 students, who very specifically felt that poetry was more difficult than other genres, and that it required more interpretive skills.

Finally, both year groups discussed the importance of enjoyment. Year 1 students suggested that literature ‘bring(s) more fun’, and that it is ‘easier and more interesting than just learning grammars/vocabularies’. They spoke of their enjoyment of the graphic novel *Persepolis* by Marjane Satrapi in the previous year (on the MYP), and spoke about the types of books that they would prefer to read. In Year 2, as well, students spoke about the importance of enjoyment: ‘it’s all about the passion of the reader. If you are not interested in it, you won’t enjoy it.’

4.1.5 Summary of Case Study School A

The interviews, classroom observations and discussions with students provide a picture of a school with a rich, varied approach to the use of literature in language teaching. There was a very strong commitment to the use of literature in language classrooms on the part of each of the teacher interviewees, with each of them presenting a richness of experience and engagement with literature in the language classroom. Although assessment was a constantly present theme, literature was very much seen from a number of different angles, including having a strong contribution to the development of vocabulary and being very strongly

connected to the themes being taught. There was a very strong connectedness experienced, including a connection to the MYP.

Each of the observations provided a very different type of lesson, with different genres and materials, and with very different approaches to literature, demonstrating the variety of work that comes under the rubric of 'literary texts' in the school: dealing with the two full length books for the written assessment (English lesson); using literary extracts to develop insight into a topic and develop the vocabulary of a topic (German lesson); creative writing (German lesson); exploring the literary elements of a literary text (Spanish lesson); using a literary text to practice grammar (Spanish lesson); using information on literary figures for listening comprehension practice (Spanish lesson). The teaching style and the teaching activities of the three teachers were very different, with highly open-ended activities being used by the English teacher, mainly convergent and closed-ended activities used by the Spanish teacher, and a mixture of both being used by the German teacher. Notably, all three teachers provided specific focus on the written assessment or the exam, explicitly pointing out to the learners the connections between the lesson and the assessments.

The three lessons were also opportunities for the learners to perform a variety of reading aloud activities. In the German lesson, the students were explicitly asked to read the texts the class was discussing aloud at the first reading stage. In the Spanish lesson, learners read aloud exercises with answers; in the English lesson they read aloud texts or parts of texts.

The main approach to literature in School A is through topic: teachers choose pieces that will work well with the topics they are teaching. There is a strong inter-disciplinary approach, not only through the topic but also through awareness of the other subjects that the students are taking, probably mainly Theory of Knowledge (ToK). Reading aloud came across as an important element in the literature and language teaching classroom, both in the observations and in the interviews. Teachers mentioned it as one of the main techniques they implement when reading literary texts with their classes, providing a variety of explanations for its use (e.g. good pronunciation practice, the students enjoy it, it ensures that everybody has read or heard everything). Most teachers interviewed were aware that this was not normally seen as 'best practice' in teacher training and some interesting observations came up from this tension.

In two of the three lessons observed, there was a strong emphasis on sharing and on cooperative learning - for example, students read what their peers had written. Literary aspects and metalanguage are accorded very low importance by most teachers (with some notable exceptions). Teachers mentioned the MYP as a more creative arena for the use of literature in the language classroom. The students, overall, support the use of literature in language teaching. Many of the reasons provided were quite general (e.g. 'get better at the language' or 'better understanding of the language') but some students also cited more specific benefits such as vocabulary improvement, understanding culture, writing skills, and personal development.

4.2 Case Study School B

4.2.1 Overview of School B and the Case Study

School B is a competitive state (non-fee paying) school with roughly 1,200 boys and girls aged 11 to 18, based outside a large city in an English-speaking country. This school has far more applicants than places and students compete for entry to this school on the basis of exam results. For approximately the past decade, School B has offered the IB DP alongside the usual school-leaving exam in the country. From the autumn of 2017 it will only offer the Diploma Programme. It does not offer the MYP or PYP. It specialises in language teaching, offering seven Languages B at higher level, none of which is the teaching language of the school. The students have very limited exposure to the Languages B they are learning apart from their Language B classes themselves. This school offers only one Language A in the DP, English, which is the teaching language of the school and the home language of the majority of the students. Students are not permitted to take a language as a DP Language B if they speak this language at home. Most Language B teachers, and those interviewed, teach two languages (e.g. French and Spanish, German and Italian). Most of the teachers interviewed (all apart from three) are not native speakers of the languages they teach. Nearly all of students taking the IB DP aim to go to university afterwards and the majority taking a Language B at HL plan to study this language at university.

We visited for four days in January 2016. The following activities were undertaken:

- An interview with the Head of the Modern Foreign Languages department.
- Observations of seven Language B HL classes (two German, three French, one Spanish and one Italian). Five teachers were observed, with two teachers observed teaching two sessions each.
- Semi-structured interviews with the five teachers observed. The interviews dealt with their general views of using literary texts in language teaching as well as the lessons observed.
- Three group interviews with teachers: one group of four teachers teaching non-Latin alphabet languages B on the DP (Mandarin, Japanese and two teachers of Russian), one group of five teachers teaching languages B at both Higher and Standard Level (French, Spanish, Italian, German and Russian) and one group of two teachers teaching DP Language Ab Initio as well as Language B Standard and higher level (Spanish and Russian).
- Three Focus Groups with groups of DP students taking Language B HL. About a third of the students in these focus groups were taking two Language Bs. At these student focus groups, we asked each student to fill in a short open questionnaire about their views on literature in language teaching, before the group discussion. Twenty-two students took part across the three groups.

4.2.2 Themes emerging from School B teacher interviews

Assessment and time

Like the other case study schools, all the teachers interviewed in school B spoke of their literature use decision-making explicitly in terms of the relationship between assessment requirements and time limitations. We did not ask specifically about assessment, and yet each teacher quickly raised the issue of the specific DP Language B HL assessment requirements and what this means for their teaching choices given their limited classroom time. Teachers

spoke of the pressures of needing to meet the particular HL assessment requirements involving literature (i.e. the creative writing reacting to a piece of literature) as well as the pressures of preparing their students for the other aspects of the DP Language B HL formal assessment – and how all of this influences how they choose and use literature in the language B classroom.

Teachers spoke of needing to select literary texts which are ‘do-able’ in limited time. A German teacher spoke of how she chose *Der Vorleser* (*The Reader*, Schlink, 1995) because she felt the students would be able to understand and engage with the central relationship, particularly given that the narrator, Michael, is fifteen, making it an accessible choice given limited time. She also explained that her activities were designed to maintain/develop a focus on this central relationship, allowing the learners to enjoy the text while meeting the literature written assessment requirement. The nature of the literature written assessment determines not only her choice of text but also the approach she takes with the novel in the classroom:

because of the nature of the IB requirements and the fact that you use the [literary] text to create a piece of, to create an idea from it [...] rather than sort of university treatment of knowing a text inside out, you need to know what the main themes are [...] and we haven’t got time to do a very close textual analysis [...] ultimately if they use it for their assignment, will be based on the relationship between Hannah and Michael – so we need to spend time talking about that. (Teacher B1G).

This quotation illustrates how the need to meet specific assessment requirements in a necessarily time-limited teaching situation means that the assessment requirements drive the choices and uses of literary texts.

Further, teachers did not confine their use of literary texts to building towards the literature written assessment but also used the literary texts to work on other aspects of the formal assessment, such as the Paper 1 language work and the oral assessment. After one lesson observation, we asked a French teacher about the Paper 1 and oral assessment practice work she was doing with a poem and she responded:

Time is precious in the IB; it’s finding that balance between enjoyment but enough practice for the exam. Their paper 1 won’t be a story and their oral won’t be talking about the literature at all but I don’t see why they shouldn’t practice it [...] I was using it [poem] more preparing for their orals [...] and using it to prepare for their unseen texts exam as well, that was the categorization of words [...] this is a way of bringing together two elements of the IB (Teacher B2F).

This is an example of how teachers feel it is important to make sure that each activity or text is serving several purposes, developing several different language skills or subskills and building towards different aspects of the IB formal assessment.

Interestingly, all the teachers at School B suggested that if they had more time they would use more literature. Despite the clear message that assessment requirements drive their choices of literary texts and the ways in which they use these texts, they all felt that if freed from time constraints they would use more rather than less literature. This suggests they view literature as central to language teaching. (See 'Teaching language equals teaching literature' theme below.)

Teaching language equals teaching culture

Most of the teachers interviewed felt that it is the role of a Language B teacher to teach their learners about the culture or cultures in which that language is spoken. They felt that an intrinsic part of teaching a foreign language is teaching what we might call 'culture with a small 'c', that is, understanding a bit about the way of life in a particular country or linguistic context, understanding something of its history and current political situation and something of the cultural activities – arts, media, sporting interests – of that country/context/region.

Different teachers, though, emphasized different reasons for the importance of 'teaching culture.' Some teachers emphasized that students need this cultural knowledge in order to be able to communicate on a day-to-day level with native speakers of that language. In this view, some understanding of culture is an essential part of using the language effectively:

Unless you understand the culture you cannot understand the language.
(Teacher B3J)

You can't deal with the language in isolation, because culture is there all the time. They say it this way, we say it this way, there are inevitable differences, you have to get them out of the habit of saying 'there is one word in German and one word in English and they always match up,' in any language that's not the case. (Teacher B4G).

Others emphasized that the wider, implicit, aim of learning a language is to prepare oneself to live in that country/countries and so cultural understanding needs to be taught alongside the language in order to meet that aim:

It's very important. They have to know that. I would always include the culture. We are introducing more. You're looking at Putin with year 9s, I'm looking at Stalin with year 10s, so I think it's completely necessary as they might not have a clue about any of it unless they've done history, and you're thinking, but this is Russia – and the language – and trying to get them to see where, why things happened, and why there is so much anxiety now, and they need to understand the past. It's all very well learning the language and thinking you're going to speak it, you know, but if you're speaking to someone on a certain topic, you need to understand why they might feel a different view, so I think it's essential. (Teacher B5R)

It's all part and parcel, isn't it? You can't learn a language without having that culture and it's all tied in with motivation, I think, I mean it's possible to learn a language without studying literature, it's true, but you'd need to take

an interest in other things, film or maybe other cultural things, there needs to be that cultural element and literature is one aspect of that cultural element. (Teacher B1G)

The above two quotations also demonstrate the diversity of ways in which teachers use and understand the term 'culture.' While the first highlights the 'small c' 'culture' noted earlier, the second approaches more of a 'big C' 'Culture' indicating artistic artifacts. While there is clearly a distinction to be made between these two understandings of 'culture', we can see both of these as examples of teachers conceptualizing 'culture' (whether the emphasis is on historical or political knowledge or on cultural activities or artifacts like film) as a key part of learning a language, and literature as one way to do this.

However, the notion that teachers use literature in order to teach culture was inverted by two teachers. The first, a Russian teacher, highlighted how not only can literature support the teaching of 'culture' but 'teaching culture' can also support the teaching of literature:

With my Russian class last year, we were doing things about generational difference and the Soviet Union and how life was different in communist times, and my higher students were doing a book set in Stalinist Moscow and when they were doing that they kept drawing parallels [...] so they had more cultural references, likewise when they saw something in the book, they could connect it to what we'd learnt about life in Russia. That's very interesting. (Teacher B6R)

Going further, the Mandarin teacher suggests that she teaches 'culture' in order to better teach literature, not the other way around:

I think there is the language and there is the culture [shows with her hands that these are distinct] but I have to introduce the cultural side so they can understand the [literary] content I am talking about, the reason behind this text (Teacher B7M).

Here, the primary aim is to support students' understanding of the literature.

Teaching language equals teaching literature

For the majority of the teachers interviewed in School B, the question of the role and importance of the use of literature in foreign language teaching was influenced by the fact that they see DP language B teaching as *necessarily* a mixture of language and literature teaching because they are preparing their students for the university study of these languages, and university study of these languages in the country in which the school is based is traditionally heavily literature based (though this has been changing for the past twenty years). These teachers recognized that they were preparing their students to study language(s) at university, which will involve at least some literary engagement. They therefore saw their use of literature as not only about getting their students through the IB assessment processes, but also about preparing them for their university careers. Thus, for most of the teachers interviewed teaching a foreign language (in this pre-university context) automatically means teaching literature.

When asked if he would still teach literature even if not required to, a highly-experienced German teacher responded:

Definitely. There was a time before we took up the IB when we were doing [national exam system] and you could choose to either do literature or not do literature – you could do a cultural topic instead – and we always chose to carry on doing literature because we have kids who will go on to university and do languages and what are they going to do at university? A large part of their course, no matter what it is, is going to be literature. (Teacher B4G)

This perceived relationship with the national university language curricula also influenced teachers' choice of literary texts, with many teachers choosing more canonical texts of the kind that they studied at university or felt universities may be studying now.

Last year really the main text that we set was one I knew well and liked, Master and Margarita, because I had studied it at university, I knew it well [...] I could talk about it as something I enjoyed and that would help as well to enthuse the students. (Teacher B5R)

I chose Brecht because I love Brecht, I've loved Brecht since I did literature. (Teacher B4G)

The above choices, though, are equally an indication of teachers preferring to choose literary texts that they themselves have personally enjoyed, as another teacher stressed:

I did that [used literature] in Standard lessons as well when there's not the literature requirement. I just find that- well, my love is for French and French literature so it gives me the chance to go back to the things that I love (Teacher B2F).

This reminds us that what influences teacher choice is larger than the assessment requirements of the IB, but potentially includes the wider curricular traditions of the countries in which the school is based or the teachers were educated as well as teachers' personal preferences.

Several teachers, did, however, stress a simpler point, that teaching a foreign language should include literary study because literature is part of loving or learning a language:

If you're studying a language, part of your understanding of that language surely has to be its literature, that's what I would feel. (Teacher BG1)

Accessibility, level and motivation

Teachers discussed their use of literature and their choice of literary texts in terms of the 'levels' of their learners. On the whole, this is about a tension between the potential for

literary texts to motivate vs. the possibility that learners perceive literature as too difficult, linguistically or intellectually:

I think it's a very valuable thing to study a book and as they were saying, that feeling of having accomplished something, a feel of pride and progress [...] it's really satisfying, particular when you're trawling through bits and you don't understand [...] and you realize you need to take the plunge. (Teacher B8FS)

I think there's a stigma with literature, I think if you say you are looking at literature, students begin to panic, it's the same with English literature, they think classics, they think not accessible, well actually if you just start them on a text and then, don't even tell them that they are studying a book, then they will approach it in a different way, so I think that's really important, how you approach it. (Teacher B2F)

In the lesson observations (see below) we observed teachers dealing with this tension by providing forms of 'scaffolding' in how they use literary texts, from using the film of the work to give an overall understanding, to reading aloud themselves using their voices to highlight key passages or ideas and stopping to discuss words, or from asking students to summarize key passages to doing group work identifying what is going on in a particular scene of a play, linking lines of text with key themes (e.g. hierarchy, the church, women's rights). Here a teacher discusses how her choice of literary text and her use of the film are both informed by the desire to ensure that her students are less 'put off' and more motivated by their literary study:

I knew *Der Vorleser* from before and because of the subject matter and the narrator is a 15-year-old boy and it's quite nice for students who have never been faced with literature before to deal with something they find reasonably accessible, so that seemed to be quite an obvious point, and then you've got the film for support, in terms of just quickly understanding what happens, it's a short cut in a way, if you want. (Teacher B1G)

Two French teachers talked about how they use reading games to make reading literary texts more 'fun':

We have a few games we play to get them to read, it's about making reading more fun. (Teacher B2F)

They also spoke about how they use songs and poems to make other 'topic' work less boring:

Songs are so motivating, music speaks on another level to them, and I find that they really help when you've got dull topics like the environment. (Teacher B8FS).

This quotation tells us something about how literature can be useful in tackling certain prescribed topics, and it also tells us something about how DP language B teachers may organize their teaching according to a sense of 'topics' to be covered.

Vocabulary

In terms of language, the main area that teachers spoke about was of how useful literary texts are to develop their students' vocabulary.

[literature] it's also quite motivating as it's all that incidental vocab. (Teacher B2F)

Another teacher stressed how useful literary texts can be in not only developing students' vocabularies, but more importantly, their confidence dealing with unknown words:

[using literature] they are being challenged to look at all sorts of stuff that is really stretching them and we do work on tactics to work on difficult words [...] obviously the more registers you are working on, the more registers you know, the more easily you can deal with the unknown and I think that's very valuable. (Teacher B1G)

Teachers agreed that a key characteristic of learning a language at IB HL is being confident dealing with texts where they cannot possibly know all the words, and that literary texts are an important way to develop this confidence. Teachers raised this idea at all the interviews, apart from one:

I try as much as possible [...] to get them used to the fact that they are not going to understand every word. (B8FS)

[we aim to get] students to change their reading habits, so that they are not just, they don't need to understand every word, they can just kind of pass through it and just pull out the important information and that's a big habit to break from GCSE where they, where they really need to understand each word and that's what they are used to in dealing with a text, whereas here [IB DP] we don't expect that. (B2F)

I make them see that [...] I don't want you to try to understand every single word, looking every word up, the main thing is, is what happens, what is he getting at, the writer, what is he trying to convey here, what is the purpose of this section of the book. (B9I)

The natural reaction of 'I don't understand this word,' which our kids are very prone to- [...] - they have this need to understand everything... (B4G).

My [first year IB DP] are getting to understand that they don't need to know every word – and to focus on what they do know, but there still is that block. (B5R)

I: And what about for Standard and Ab Initio- is it still important to use literature?

(B10SF): Yes, absolutely. To make it less scary.

I: To make the language less scary or literature less scary?

(B10SF): Both, to see that you don't have to understand everything to get the meaning.

Two teachers stressed that this was a key challenge for Language B teachers based in a country where teenagers have limited access to material in other languages:

It's [my choice of literary texts] really anything that will light their fire, because the benefit that lots of other countries have is that they have music in [...] other languages, it's everywhere for them, and film. The number of films that you can see in their original on German TV is uncountable. We [in country X] get... we've got [only] one in German at the moment. (Teacher B4G)

They don't have much access to texts written in other languages outside the classroom, songs on the radio [...] there's just no access at all. (Teacher B9I).

The impact and uses of literature in DP Language B teaching in School B are bound up in this, between the motivating power of reading a literary text in a foreign language and the fear born of being confronted with lots of unknown words (an unusual experience in daily life for these learners). Our teacher observations, discussed below, demonstrate how teachers worked to motivate and scaffold through their choice of texts and use of activities.

4.2.3 Lesson Observations

Integration of skills and purposes

All observed lessons, apart from one, were of the teachers teaching the two main literary texts. The lessons demonstrated the work that teachers do to plan activities and resources that will allow them to integrate the development of different skills and meeting different language learning or assessment purposes in the most time-efficient and engaging ways (this relates to the 'Assessment and Time' theme under teacher interviews above). This section includes three examples from the observed sessions, chosen because they represent slightly different 'types' of uses of literature in language teaching. All three lessons develop students' understandings of the literary works (what we could call 'teaching literature'), and all three lessons also use the literary works as tools to do wider language development, such as grammar, vocabulary, pronunciation and speaking & listening work (what we could call 'using literature' to teach language). However, in their planning and delivery, they represent three slightly different shifts in focus.

Session A: German B HL Year 1, working on *Der Vorleser (The Reader)* by Bernhard Schlink, 55 minutes, six students, Teacher B1G.

Lesson description

As the teacher welcomed the students, she drew their attention to a list of words on the board, all taken from the novel so far, and asked them to work in pairs to discuss their

meanings. Five minutes later she displayed the answers on the board and watched as the pairs noted down those they had been missing or unsure of. She then used PowerPoint slides displaying Hanna and then Michael's names to elicit what the students remembered of their ages, jobs and where they live- and anything else. After this discussion, where the teacher uses their names to get all six students engaged and offering what they remember, she reminds them that today they are concentrating on chapter 3, and students get out their books and spend a few minutes looking over it to refresh their memories (they were asked to read this for homework). Their attention is then drawn to a passage displayed on a PP slide. One student is asked to read it aloud and then the teacher elicits a discussion about the meaning of certain words. As they discuss their meanings, she writes them on the board, and the teacher elicits the fact that these are all verbs and they are all of the same tense. She drills them on the formation of this tense and highlights its use in literature.

Next they focus on a picture of Hanna and in pairs they describe her to each other, using a structure 'she's not only x but also y' that the teacher had modeled. After doing the same with Michael, they return to thinking about the events of chapter 3 and the teacher asks one student and then another to sum it up. The teacher asks questions to get them to provide more detail and quizzes all students on key items of vocabulary as they come up, writing them on the board. The teacher reminds them of their oral assessment, where they will have to describe unseen photos and explains that they will practice for this now. They line up in pairs so that one partner can see the board and one cannot. The partner who can see the board describes a picture (a still from the film *The Reader*) in as much detail as possible to the partner who cannot, who draws a picture based on this description. They check their pictures with the original and the teacher contributes some key vocabulary, leading them to thinking about the developing relationship between Hanna and Michael, and then the pairs exchange roles and do the same. The students all thoroughly enjoy this. After some whole group discussion about the process, key language points and what these two pictures tell us about their relationship, the teacher asks them to read chapters 4 to 7 at home and write 500 words of Michael's diary about his developing feelings.

Summary and commentary

In this session, the teacher aimed to develop the students' knowledge of the novel (as they work through, several chapters at a time), with a particular focus on exploring the two main characters, their motivations and developing relationship in order to equip the students to write the formal written (literature) assessment. However, the teacher's planning and resources suggest that she has identified language development, and preparing the students for the language-focused paper 1 and the oral assessment activity describing pictures, as the key priority for this group. This session stood out as a really successful example of being able to use literature to interest and motivate students, and equip them with enough knowledge of the text and its meanings to take on the formal written assessment, while maintaining a strong language focus at each stage.

Session B: Spanish B HL Year 1, working on *La casa de Bernarda Alba* (*The House of Bernarda Alba*) by Federico García Lorca, 55 minutes, eight students, Teacher B8FS.

Lesson description

The class started with students working through a list of comprehension questions, displayed on the whiteboard, linking to the work they did on the play in the last lesson. These questions led them to think about plot and character developments as well as thematic analysis, looking at, for example, notions of power and hierarchy. The students worked in pairs to discuss their responses to these questions and then the pairs join into fours to check their ideas and then join into the whole class. The teacher then asks them to think about the themes that these questions make us think about. After three students respond and she affirms their ideas, she displays her list of six themes and asks them in pairs to talk through what they mean. After group feedback, checking understanding of key terms (i.e. *el estancamiento*, stagnation, and *el anhelo*, longing), the teacher displays pictures on the board representing each of the themes and in pairs they first describe the pictures and then identify which theme each picture is suggesting, justifying their responses to the whole group in feedback as others listen and agree or disagree. This is followed by a 'describe and draw' activity similar to that observed in the German lesson above. The pictures are stills from a production of *La casa de Bernarda Alba*. Next, the teacher displays a passage from the play and asks them which theme this passage relates to. They discuss as a group, coming to a consensus, and then each pair is given a theme and asked to identify a passage from the play which relates to this theme. They will finish this for homework as well as to prepare to discuss what they feel is the most important theme in the book and why.

Summary and commentary

This session also integrated vocabulary development work and oral assessment practice describing pictures with a discussion of literary themes and a close reading of the text. Grammatical accuracy (particularly around tenses) was also developed as the teacher monitored and fed back to individual learners during pair discussions. However, the primary focus was literary, to develop understanding of this play and its themes.

Session C: Italian B HL, Year 1, working on *Il Giorno Della Civetta* (*The Day of the Owl*) by Leonardo Sciascia, 55 minutes, five students, Teacher B9I.

Lesson description

The teacher starts off the session, welcoming the girls (all the students in this group are female) and asking them to recap what has happened in the novel so far. Two students make contributions and the teacher calls on the rest by name to get everyone involved in recreating what they have read so far. The teacher uses a lot of body language to elicit the remembering of details, for example about two characters and the power relations between them. They stop their discussion to read a bit together. Each student reads aloud, about a page, and then stops and the group discusses what has been read, a combination of clarifying what has happened or been described as well as clarifying understanding of particular words or verb forms. The teacher encourages the students to answer each other's questions, but steps in to correct or clarify when necessary, and occasionally translating a word into English if the explanations seemed not to be understood. The teacher writes two words on the board to

clarify the spelling of words mentioned in the discussion which are not in the text. The teacher calls on another student to read next; they do not simply go around the room in order of seating. The teacher stops a student reading at only one point, when the student has read the wrong word – the teacher clarifies the pronunciation for ‘capitano’ (captain). Apart from this the teacher listens and only contributes during the discussions after each page of reading. The teacher congratulates each student after her reading (*‘Brava’*). The feel of this section of the lesson was very much like that of a facilitated reading circle.

After they had been reading for about 15-20 minutes, the teacher stops them and they talk a bit together about what they have read. The teacher asks ‘concept questions’ to check understanding of more factual aspects of the text, as well as more probing questions to push them into thinking about the developing themes of the text, for example the power relations between the characters and the cultural clashes between north and south. She then asks the students to think of adjectives to describe each of the three main (so far) characters, which they share as a group, and then the teacher asks them to look back at the pages read together today, to find sentences or passages which indicate that one character has more authority than another. The teacher shows a PowerPoint slide of the map of Italy and elicits a discussion of the differences between the north and the south, as presented so far in this novel and in their own experience. The students offer lots of ideas and the teacher praises them. She asks some ‘concept questions’ to ensure everyone is following (i.e. where are there more jobs? More money? More mafia influence?). The teacher reads a passage from the novel (about a page), asking them to listen and follow along. She reads with a great deal of expression and uses body language/acting to provide clues to meanings. She stresses that they do not need to understand every word, but asks them what this passage has told us about the north vs the south. Students offer ideas and the teacher challenges, probes and praises, always holding the text and pointing to particular sections encouraging students to do the same (so a portion of the session very much focused on close reading). The teacher highlights the names of two characters on a PowerPoint slide and asks the students to come up with adjectives describing them (two students working on one character, and the other three on the other). As the students share their adjectives, it becomes clear how ‘opposite’ the characters are to one another, which leads to a final discussion on the developing themes of the novel before the teacher ends the class by setting the homework, for each student to find ‘evidence’ in the text to support the adjectives they have chosen. The teacher repeats the homework instructions in English to be very clear, emphasizing how important it is to be able to find evidence in a text for our ideas about characters and themes.

Summary and commentary

While Sessions A and B demonstrate a balance of literary and ‘language’ work, Session C has a more exclusively literary focus, with most of the time, discussion and activities, building towards understanding the novel, its characters and its themes. The teacher takes opportunities to do work on vocabulary, grammar and pronunciation where it arises, but the primary focus is on the novel.

4.2.4 Themes emerging from the student focus groups and questionnaires

Before each focus group, students were asked to fill in a simple questionnaire containing two questions, asking for two reasons for the use of literature in language teaching and two reasons against the use of literature in language teaching. These sheets were completed

individually and were collected before the focus groups began. Overall, the student focus groups and questionnaires were very much in keeping with the flavor of the teacher interviews and observations, as learners discussed the challenges and rewards of using literary texts.

Challenge and reward

The notion of literary works being ‘challenging’ and for this reason, potentially more rewarding, discussed in all three focus groups and frequently mentioned on the questionnaires (in thirteen out of twenty-two questionnaires, students wrote ‘too challenging’ or ‘too hard’ as a reason not to use literature).

It makes me feel like learning the language is paying off by actually understanding complicated texts [but] sometimes it’s too challenging (Student Questionnaire B1)

You can sometimes feel a bit demoralized, sometimes you are reading through it and you don’t understand and you realise how big a challenge you have in front of you and how much you have to learn and you think ‘I don’t know if I can do this’, but [...] when you start to understand and get into the book, it’s rewarding, when you get the gist of it and you understand the story, it’s really rewarding (Student Focus Group B3)

Like their teachers, the students offered ideas about what can make a text more accessible and less off-putting:

I think it’s also about the class, knowing what they are going to enjoy. So rather than getting a dry 16th century German book, get like a newer one that we can relate to more, because to go straight into deep German culture doesn’t help you. [...] start off shallower and work your way into the heavier stuff (Student Focus Group B1)

I think they should [use literature] but quite basic – not a big complicated book as that can be quite discouraging when you don’t understand anything. But if it is quite basic, or if it’s a story that you already know in English and then you read it in another language; that can be quite helpful. (Student Focus Group B2).

A whole book is sometimes too long. (Student Questionnaire B8)

With films, that’s what I like, when we did one of ours, we had the play acted out on screen and we read along to it so we had the book in front of us but it was also being acted and that way you could get the intonation and the way they were saying it because you can read any bit of text any way you want but until you get the actor doing it, so one of our German books, we read it quite slowly but during one of his monologues, he just shot through a page and a half really quickly so you can see the importance of certain lines when you are seeing it on screen. (Student focus group B1)

The use of 'heavier', 'complicated', and 'too long' above tells us that the idea of literature being potentially off-putting is multi-dimensional, involving both fears/expectation of Literature (with a big L, or canonical literature) being inaccessible, but also potentially more practical observations such as length of texts and difficulty of language. The student's note about how film can support literary study is reinforced by teacher comments (three teachers noted that they may use parts of films to help clarify the overall meaning of a text and/or to interest students in the text) and one of the observed sessions, one of which involved examining still images from the film of *Der Vorleser* in order to focus discussions on the two main characters.

Real language

Most students also pointed out the benefits of using literature in terms of the types of language that literature exposes them to both vocabulary and grammatical structures:

It is also good for, like, vocabulary- vocabulary building just because you are exposed to words that aren't around set topics so you are exposed to words, things like adjectives and verbs that you might not otherwise get from just studying something like immigration- you get a wider range (Student focus group B1)

It develops a range of vocabulary (Student questionnaire B3)

I think it's really interesting to see what the language is written like in literature because we learn it in a way that's correct and accurate but then you read [a piece of literature] and it's completely different [...] it influences you [...] in a class you write in a certain order, the sentence is in a certain order, but sometimes that's blown out of the window when you read a complex text (Student focus group B3)

Reading the literature helps recognise and get used to common structures in the language. (Student Questionnaire B20)

Yeah it helps with a lot of structures and stuff so the way French people would form a sentence (...) it helps you not translate things in your head and teaches you to think in the language, the way they would think and that's useful. (Student focus group B1)

I think that literature it helps you to understand more different complex structures and sentences and things like that and it helps you to get a better handle on the grammar. (Student focus group B1)

It's also the types of speech that you'd read in the text, the direct speech, that's the kind of language you could use or you could write it in your writing. (Student focus group B2)

Learning more

Students spoke about the *extra learning* that using literature brings with it. They spoke about how the fact that literary texts are (often) more interesting than other texts, means that the lessons, whether linguistic or otherwise, contained within literary texts are more memorable:

A lot of it is that it's more memorable than other things you could read. If you are reading a story, an interesting story, you are probably going to remember it, and you're going to remember the words, it's not something you'd forget. (Student focus group B2)

It makes it more fun to learn because it is sometimes very different to what we've done before. (Student questionnaire B11)

Importantly, though, they were quick to point out that they simply learnt *more* – not just better but *more* – from doing literature in their language classes. They spoke of developing cultural awareness:

Culture, it [literature] allows you to understand the context in which languages are spoken. (Student questionnaire B5)

In Spanish [...] where we did two plays and [...] it kind of like explained a lot of culture to it, a lot of what went on, for example about Franco the dictator, and it affected their lives a lot, it was quite interesting that through literature you can learn about the history and culture of a country and what went on and especially for plays, like, there's always a message to it, there's always an underlying theme that comes out and makes you think a lot, and with plays as well because it's all acted out, it's as if you are experiencing what happened and it makes you understand a lot more. (Student focus group B3)

You gain like a broader cultural understanding, so like stuff that's embedded in their social consciousness kind of gets transmitted over to you, so like literary movements or the way they perceive things like religion or things that in their philosophies (*sic*) and stuff and you can start reading it and understanding it. (Student focus group B1)

Literature helps to get a sense of the culture and ideas of a country at a point in time. (Student questionnaire B17)

If you just learn the language, so if you learn German and never go to Germany and never learn anything about German culture, it's kind of wasted. If you're going to learn a language, you should know about the culture and you should be using it, so go to Germany, talk to people, experience the culture, the country as a whole because that's what the language is, it's an entry point [...] and if I hadn't looked at Goethe, I wouldn't be going to Frankfurt and looking at Goethe's house and seeing what he did. (Student focus group B3)

This learning, this interest, means that using literature as part of language teaching has the potential to transform the 'subject':

It offers something more interesting than short extracts about the weather or how to order things from a restaurant [...] it makes learning the language different. It changes the subject [...] rather than talking about the weather you are talking about *Master and Margarita* in Russian - it's talking about whether God exists and Jesus and the devil being in Moscow. It's more interesting than the weather. (Student focus group B1)

4.2.5 Summary of Case Study School B

The teacher interviews, observations and student focus groups tell a story of a very particular school and national context, where the teaching language of the school is the only Language A on offer and is the home language of the majority of the students, and where the students studying Language B have limited exposure to those languages outside of their allotted class time each week. Studying a Language B at HL is therefore a considerable challenge for any young person at this school. This is a context in which the motivational power of tackling a literary text is in tension with the demotivating impact of too much unfamiliar language. It is also a context which seems to be influenced by the tradition of literary-based university language curricula and the expectation that those taking a language B at HL are likely to go on to study that language at university. In this context, teachers spoke of challenges of assessment requirements and limited time, but also spoke of the importance of literature for the interest, the passion, the cultural learning it brings, regardless of assessment requirements of dealing with it in the language B classroom.

In this context, teachers demonstrated their skill in integrating the development of different language skills and language learning purposes (more communicative and more literary). Session A is an example of a session which is planned around a literary text, with a clear aim to develop learners' understanding of that text, but the planning and materials suggest a primary interest in using the literary text for language development. Session B is also planned around a literary text, but the lesson focus seems equally split between developing an understanding of the literary work and using it to develop language skills. While Sessions A and B are planned to deliver a mixture of literature and literary aims, Session C has a stronger focus on understanding the literary text itself, with the teacher bringing in opportunities for language development only where they serve the understanding of the text. Of the other four observed language lessons, two are of the type of Session A, one of Session B and one of Session C, suggesting that these three 'types' of approaches are typical of the way these teachers tackle the role of literature in language teaching. Our lesson observations thus provide evidence of teachers' work on integrating literature and language and of the impact of this literature work on students' enjoyment, exposure to complex vocabulary and grammatical structures and on students' confidence expressing themselves orally, including in what we could see as literary discussions of characters or themes. In the student focus groups, students spoke of the challenges and joys of the use of literature and most importantly, about the 'something more interesting' that literature brings.

It may be noteworthy that each of the observed sessions involved the use of reading aloud as a teaching tool. These uses of reading aloud were varied, from the teacher reading aloud

passages from the text (as observed in three sessions) to creating a shared reading experience while modeling pronunciation and highlighting key words, to students being asked to read aloud a passage for the group to contemplate, and from teacher organized reading games (such as ‘the radio’, where one student reads aloud a passage while another ‘controls’ the volume and pace) designed to get students to read as much text as possible, to paired reading where students read passages together, with a focus on pronunciation. We observed uses of reading aloud/activities designed to develop or reinforce decoding automaticity, for pronunciation practice, to allow teachers to assess pronunciation and/or decoding issues, to develop enjoyment of the text and to create a common, shared text, read and heard by everyone in the room simultaneously. Importantly, each teacher knew exactly why they were using reading aloud at different points in their lessons. This is an area we feel should be examined more closely in the future.

4.3 Case Study School C

4.3.1 Overview of School C and the Case Study

School C is a well-established school, founded more than 100 years ago, situated in a mid-sized border city. It sees itself as a local school, serving the local communities on both sides of the border and with many students being the children of alumni, but it also serves the international and expat communities in the town. The school has 1400 pupils from nursery through to Grade 12, and has long offered its students the possibility of studying for a number of different qualifications, including, for example, the IGCSE and various language exams. The teaching language of the school is French, but it prides itself on the focus on languages and the range of languages offered (a range which can be explained, on the one hand, on the geographical and national situation, and on the other, on the decision to provide the opportunity for students to take Mandarin as well as other languages). The school only recently began offering the IB DP, and now offers a number of school-leaving qualifications from which students can choose. In 2015-16, 18 students were taking Year 2 of IB Diploma Programme; 41 students were in Year 1 of the programme; and 53 were preparing to enter the IB Programme the following year. The school is not accredited for the MYP, but students who decide to go for the IB Diploma are prepared for two years for the type of study that will be required of them (indeed, some of the interviewees used the term ‘MYP’ although the school does not, officially, teach it).

The school stresses the commonalities between the different programmes it offers, and attempts to ensure that all students have the possibility of choosing the qualification that is suitable for them. The heads of the language departments, for example, work across all qualifications and as Teacher C1E said, ‘We are keen on teachers teaching the same things really all over the place, all across the three different schools’. Teacher C3MFG stressed that ‘the school has a tradition of wanting each department to agree and to have all the teachers teaching the same level to have the same books’. Part of this is to prevent students in different classes comparing the books they are reading and feeling that other groups have more interesting or easier books. Although the decisions about which book to choose are made by the teachers, they need to be approved by the head of language and the IB coordinator.

The group of teachers interviewed was extremely varied, and most of them were not educated in the country where the school was located, unlike Schools A and B, where most

teachers were born in the countries involved and had been educated there. Some had been educated in their home country and then took one of the various Post Graduate Certificate in Education (PGCE) routes in the UK. Indeed, the location of the school in a border town meant some of them were coming across the border daily in order to teach. In addition, some teachers had never taught IB, some were teaching IB for the first time, and some had quite extensive experience teaching different languages for the IB. This variation in educational background in terms of personal education, teacher training, and teaching experience may account for some of the variance in the opinions expressed.

We visited the school for five days in February 2016, and undertook the following activities:

- An interview with the Coordinator of the IB (Teacher C3MFG, himself a language teacher).
- Interviews with two of the heads of modern languages (Teacher C1, Head of English, Spanish and Italian, who does not teach anymore; Teacher C2G, Head of German and Mandarin).
- Seven lesson observations: English B Year 1 (three sessions); French B Year 1 (two sessions); Spanish B Year 2; Spanish B Year 1.
- Three interviews with the teachers observed (French B and English B were taught by the same teacher), combining elements of stimulated recall.
- Three additional interviews with teachers of German, Italian and Mandarin. None of these teachers were teaching Language B HL at the time of the interview, as none of these languages were being taken at HL, but were involved in planning for HL teaching and were involved in language teaching at other levels and other sections.
- Group discussions with Year 1 students (using a version of the task sheet developed previously for School A; see Appendix 4) and Year 2 students (including the open-ended questionnaire, see Appendix 2).

The fact that all the teachers interviewed taught not only on IB but also in the other sections of the school, and that a number of teachers had not taught Language B meant that teachers often spoke of Language B and 'Foreign Language' interchangeably. When asked about this, Teacher C3MFG specifically noted that for him, the difference between the two was a pragmatic rather than a conceptual one; it was informed mainly by the focus that the Language B HL programme puts on literature. Other teachers stressed that they had either never taught literature for the IB, or had taught literature in Language A (sometimes the same works) but were teaching literature in Language B for the first time. Teachers were continually referring to their experiences of teaching in other sections as well as to their experiences of teaching in other schools and teaching Language A. The interviews were also very strongly informed by the fact that the decision to offer the IB Diploma Programme had been taken only recently, and that the work put in for accreditation for the IB was very fresh in the interviewees' minds.

Notably, the French class and the two Spanish classes observed were very small, with only two students in each. The English class was bigger, with 14 students.

4.3.2 Themes emerging from the teacher interviews

The transition

Unsurprisingly, the transition to IB teaching, and the challenges it presented for both teachers and learners, were mentioned by many teachers, who spoke about the fact that the school is 'in a big process of change at the moment' (Teacher C2G). Teacher C1 talked about the fact that 'we're not used to that style of teaching', and Teacher C6I, who had not taught IB previously, talked about the change in teaching ethos – moving from teacher-centred teaching to the students actually doing the work, with the teacher as a helper, providing a frame. The tension of the change, though, is evident in her statement that 'I also need to pass on to them the analysis, the criticism of the pages they have to read, and they need to work at home'.

The students, too, needed to get used to the changes. Teacher C1 pointed out that working autonomously and working in groups was a new way of learning for the students. Teacher C9EF said that the students have got 'to be autonomous, curious, and they have eventually understood that'. He went on to say that 'it took a little time for (the students) to understand what the IB was, what the expectation was, and what their role was to be in classes. Or not.'

Teacher commitment to literature

The interviewees consistently iterated their belief in literature. Even teacher C5G, who wavered between scepticism about literature and promoting it, suggested that 'every text has its place in language teaching and you need to know both sides and I think the formal language of a newspaper article but also something more – maybe more poetic.' These sentiments were echoed by Teacher C3MFG, Teacher C3I and Teacher C8S, who said 'I am very passionate about literature like offering them a different context'. Literature allows you to go 'to the past or to the future or to an imaginary world, which is like different from them'. In addition to implying that this difference and this imaginary world are valuable in themselves, she also mentioned the linguistic implications of this – having to talk and discuss using the past tense. Teacher C7S, too, suggested that literature allows the learners to connect the past with our contemporary world. Teacher C5G was the only one who spoke of his own experience with literature as a learner as unsuccessful, and whose personal interests were not necessarily in teaching literature, though he enjoyed it and spoke at length about its contribution.

The teachers' responses suggest a number of different angles for the contribution of literature. One is the development of language, which is dealt with below under vocabulary. This meant that the choice of full texts made by the teachers was mainly 20th century works because 'the language is more connected with what the students can use directly' (Teacher C3MFG). But this teacher also highlighted the contribution of literature to general language competence, stating that 'I think it helps to go to B2 plus' suggesting that literature helps students deepen their knowledge of the language, a sentiment shared by Teacher C6I. Literature also helped learners understand discoursal features of language, helping them later to structure their own writing (Teacher C2G, Teacher C3MFG).

Literature, reading and language

Having said that, many of the teachers in School C positioned literature as reading, either extensively at home, intensively in class, or indeed during exams. Teacher C1 said 'the reason why you learn a language is because you read as well and reading is going to really improve your language skills and we always tell our students to read as much as they can'; the conceptualization of literature as 'reading' came up a number of times in her interview, including connecting literature with 'reading a lot of classics as well'.

Teacher C2G, too, conceptualizes literature as reading: ‘we started to introduce easy readers and small books and reading projects into the lower levels, so that the students become acclimatised to actually reading in the language, which in German isn’t always easy because their level is quite a basic level’. When asked directly about using literature and reading almost interchangeably, she said ‘Yes. (...) for me it’s the same thing.... Literature is reading’. However, she went on to suggest that this is mainly at the lower levels, whereas at HL it is possible to do more analysis. This difference between levels is expressed in the difference between the two projects the school is engaged in, which include reading everything in class for the lower levels, and reading at home for the higher levels. Teacher C5G, who also discussed these projects, focused mainly on the way the projects would help reading strategies (‘in terms of reading strategies actually there’s a lot you can do with literary texts’), mainly from the point of view of learning to understand words from context and being able to read a text without necessarily understanding every word. Teacher C5G also compared reading a work in literature in class with the way readers read literary texts and spoke about his attempts to ‘make it more of a natural reading experience for them’ by reading a book in a shorter space of time, rather than spreading it over a few months. He also connected literary texts and reading when talking about choosing texts that would make the learners ‘love reading’. He did, however, differentiate between ‘easy readers’ and literature: ‘You see I am a bit torn between making it as enjoyable and as accessible as possible for them but then you have to make this natural progression because at the end of it they have to read real German literature’. In a similar vein, Teacher C2G positioned literature and language as separate, and talked about the separation between the two and the fact that they ‘try to (...) filter literature down’ into the lower classes so that the literature that students need to take later in preparation for their exams does not come as a shock.

This focus on literature as reading may well be the reason that metalanguage was not stressed in the interviews. Teacher C6I talked about discussing stylistic features, and finding examples of metaphors, comparisons or personification with her students, and asks her students to work on these in their homework. Teacher C8S mentioned some metalanguage in the lesson observed and discussed it in the interview, and Teacher C9FE discussed stylistic issues in the lesson and interview, but these instances were not very common. Teacher C5G felt that ‘when it goes beyond the actual text it becomes interesting and you get them to discuss about actually the key themes and how they could apply this elsewhere and make the transfer from the book to real life experiences, what their own opinions, rather than just “how did the author achieve this”.’ Although Teacher C7S did use some limited metalanguage in the lesson observed (e.g. metaphor, narrator) she suggested that there was not much metalanguage use in her classes.

The equivalence between literature and reading may be also connected to the way in which many of the interviewees in School C spoke about the language issues that arise when students need to read literature, positioning literature as difficult and challenging. Teacher C2G spoke about ‘a real linguistic barrier when it comes to accessing these novels’. This is seen most strongly in the interview with Teacher C1, who repeatedly stated that language issues were needing to be tackled or solved before literature could be tackled – ‘it was hard for them... they were not natives, obviously, so we had to tackle the language issues first’. Later she said that literary texts can be used ‘especially when they’ve acquired language,

enough language to be able to express themselves and understand enough'. Likewise, Teacher C4M focused very strongly on the difficulty of the language and the impossibility of using or teaching literature. Some of the words that the teachers used, words such as 'challenge' (Teacher C2G, Teacher C5G), 'barrier' (C2G) struggle (C5G), 'tough' (C1), and being 'intimidated' by literature (Teacher C5G), all highlight this point. Teacher C7S spoke about the influence of level on the decision whether to read in class or not.

Part of the difficulty was not necessarily the literature itself but the need to talk about it in the target language. Teacher C5G finds that there is a struggle to do the actual analysis – going beyond just doing a summary of the chapter to expressing opinions, likes and dislikes, and interpreting; Teachers C4M and C2G also spoke of the difficulty of talking **about** the literature.

Emotional appeal and enjoyment

Part of the contribution of literature seemed to be connected to its emotional appeal and to the importance of enjoying literature and enjoying reading. Teacher C2G talking about the importance of getting students to read more at a lower level, focused on enjoyment: 'They really enjoy reading a story, you know, and actually following the characters and I think they enjoy that far more than if you just do kind of a short text in class'. Likewise, Teacher C3MFG talked about the attempt to choose texts where teachers feel that 'something strong can be taken out and that a teenager can like it (...) the students can react to it, having a feeling about it, perhaps hating it or loving it, that's the first one. (...) they will need to have an opinion'. Teacher C5G said that he always feels 'that when it goes beyond the actual text it becomes interesting and you get them to discuss about actually the key themes and how they could apply this elsewhere and make the transfer from the book to real life experiences, what their own opinions, rather than just "how did the author achieve this".'

A number of teachers stressed the importance of emotions in the use of literature and in teaching generally. Teacher C5G focused on the motivating elements of interest and emotions: 'The stronger you feel about something, the more involved you get with it, the more motivated you get and literature can definitely play an important part in actually motivating them to -. And go beyond the point – maybe at some point even forget "Oh it's about me learning German here" – but just "oh it's me reading a story. I want to know what's happening next."' He thus makes a strong connection between interest and involvement and being immersed in reading. Teacher C6I, too, talked about the importance of making the learners 'love' reading.

The teacher's own engagement also came to the fore. Teacher C8S said that she was 'very passionate about literature like offering them a different context', and Teacher C9FE said that the successful lesson he was talking about was thanks to 'my personal initial passion for the authors or the works I managed to pass on to the students and I think that is something important'. A very strong example of the importance of engagement with literature was Teacher C5G, who said:

As a teacher you tend to teach best what you enjoy most but I am not saying that should be the only thing you should teach. For example, I studied English and Political Science and so some things just news, current events, things happening

in the world, something I enjoy, lots of things I feel strongly about, so I feel I teach it better than a poem which I personally maybe - enjoy less (unintelligible).

The importance of enjoyment was also expressed in the issue of student choice. Teachers C2G, C5G and C9FE all stressed the importance of consulting with the learners regarding the works to be studied, and regarding the ways the works would be studied in class. However, Teacher C3MFG suggested that if a teacher is too involved with the work being taught they might be blind to the issues that can arise when teaching it (see section on genres below).

Vocabulary

Vocabulary came across as one of the main preoccupations of the teachers interviewed in School C. This was the first contribution of literary texts that both Teacher C9FE and Teacher C3MFG mentioned. Teacher C3MFG talked about the way in which he noticed vocabulary from a literary text used later on in the term. He also talked about pointing out to the learners' vocabulary that would be helpful when they wrote their essays, thus connecting this to assessment (see below).

The connection between vocabulary and literary texts also meant that teachers spoke very clearly about specific work on lexis when using literature, pointing out useful vocabulary and expressions. Teacher C9FE talked about using specific sections from Steinbeck's *Of Mice and Men* to work on adverbs. Teacher C6I spoke about the way in which it is possible to 'deepen every lexical level, go beyond the words understanding why the author did this' and said that 'with any book, pages from a literary work, you can do some wonderful work on language, on synonyms, expressions, antonyms, also grammatical expressions, ways in which you use pronouns, the whole of syntax, the verbs'.

Vocabulary was connected to literary texts in other ways as well. Teacher C2G, in addition to speaking about learning vocabulary from texts, spoke also about making sure that they know some vocabulary from the topic before reading a literary text. Teacher CG5 repeatedly spoke of the difficulty that vocabulary sometimes posed for the learners when reading literature. Teacher C7S commented on the way in which she tried to get the learners to read globally, showing them how it is possible to understand without understanding everything.

Genres

Teachers discussed the two novels that were on the curriculum for the IB, but also discussed using other literary texts and connecting them with the various topics they were teaching. Views here tended to diverge, with some teachers showing an enthusiasm for different genres and others being narrower in their choices. The two extremes are probably well illustrated by teachers C3MFG and C4M. Teacher C3MFG often integrates short excerpts from novels, as well as poems and songs, with different topics. He spoke of the differences in objectives between using excerpts, which are used for vocabulary and are connected to the topics, and using the two long works, which are approached differently and where more time is devoted to understanding the cultural and historical context. He also spoke with great enthusiasm and engagement about teaching poetry, including teaching it at lower levels, and has successfully used French slam poetry to make the students aware of poetry and accept it. Teacher C4M, in contrast, who teaches very little literature, does not even see songs as a literary genre: 'it's not for analysis'.

In fact, Teacher C3MFG's view of poetry was a minority one. Poetry was clearly not a favoured genre and was seen as problematic. Teacher C8S stressed that the poetry she did with her students was 'very basic, very easy', and teacher C7S suggested that this required more of the students, and that poems had to be well connected to the theme. Others were even less enthusiastic. Teacher C9FE specifically stated that he does not use poetry, partly because of his own taste and because of his lack of confidence – he is not sure that he can provide the students with the knowledge he feels they need from him. Teacher C2G did not use or teach poetry, and neither did Teacher C5G, partly because of his own preferences, though he did talk about getting learners to write poetry. For him, too, one of the reasons for not doing poetry was his own lack of enthusiasm for it. Even Teacher 3MFG, despite his enthusiasm for poetry, talked about one lesson where his own passion for the poem may have prevented him from seeing that the imagery and the ideas in one poem he was teaching were beyond the class. He now gives much more thought to the possible reception of the poem by his students.

Other genres were mentioned very rarely. Children's books were mentioned with different approaches; Teacher C2G thought that the learners don't mind reading children's books, but Teacher C4M felt that her learners thought they were childish. Teacher C5G sometimes uses the Brothers Grimm's fairy tales, because of 'the length, the cultural importance, the general – all students will know lots of stories already (...) at some point in their life they have loved them so they have some sort of connection to them already'.

Assessment

Exams and assessment were mentioned by some of the teachers to varying degrees, possibly influenced by their familiarity and current involvement with the DP curriculum and the role of literature in other language exams. Discussing one of the observed lessons, which dealt with style, Teacher C9EF stressed that 'this will end up with the students doing a written assignment in which they have to respect the style and form of the initial text'.

Teacher C1 stated explicitly that 'I would say that we tend to focus on the exam then when we are in the IB section', though she also mentioned the exam for the other groups in the school. She came back to this when talking about training for the use of literature, expressing this in terms of exams: teachers need to be trained to use literature because the students need to be 'well prepared'. Teacher C2G, too, suggested that literature is done in the section where it's examined, 'rather than just because we think literature is really really important and we want to do it'. (Though she did mention that the teachers teaching literature were the ones who were passionate about it). She also pointed out that exams may influence the way teachers teach: 'with the time constraints and with working towards the exam and always having that at the back of their mind, that they tend to just be, you know, read a chapter, here are some questions, read a chapter, here are some questions'. Other teachers mentioned the exam in terms of vocabulary (Teacher C3MFG) and providing 'the space to create their written assignment' (C8S).

Culture

Cultural knowledge and cultural awareness came up a great deal, with different interpretations of culture being evident in the examples teachers provided. For Teacher C1, literature is ‘really good for their cultural awareness as well, it’s really brilliant, especially when it’s not your own culture’, and she seems to define cultural awareness as ‘the classics of the time, writers of- and the different genres as well’. Likewise, the training teachers should receive is about ‘how to deal with that reading, how to present something about a novel - about the writers, something about the background’. Teacher C3MFG implies that part of culture is history and context. Teacher C6I talked about the importance of the learners immersing themselves in a world that is richer (than newspaper articles, for example) in terms of the content, but which also gives them a culture, which makes them feel more certain of the ideas and the past, or the present of the country’ and which provides an *ouverture d’esprit*. Indeed, she went so far as to suggest that this is a major role of the school.

A different view of culture is expressed by Teacher C3MFG, who talks about using literature to tackle culture in terms of ‘some of the stereotypes they may have on the country (...) and try to understand how people in that language live it’. For C4M culture means way of life, such as shopping and the role of haggling, as well as the etymology of expressions and the source of some of the Chinese characters.

Yet another group did not define culture. Teacher C9FE sees the advantage of literature is ‘get further into a culture’, such as British Culture and American Culture; he did not explain what ‘culture’ means but later on mentioned ‘cultural facts’ (in the lessons he taught there was a strong emphasis on historical and political context, as well as biographical details about the author). C5G talks about the ‘cultural importance’ of the Brothers Grimm’s fairy tales.

Reading aloud and reading in class

When asked about reading in class and reading aloud, opinions diverged. Teacher C2G said that ‘everything is read aloud’, and that students take it in turn to read. This was done because students wanted to do it. At first everything was read in class, without preparation. They now prepare at home so what is happening in class is a second reading. This implies a variation on practice on her part, variation which is echoed in the view of Teacher C3MFG, who does use reading aloud – sometimes prepared, sometimes on the spot.

The reasons for reading aloud vary. Both Teacher C8S and Teacher C6I try to read as much as possible in class, as they felt that otherwise there are many students who don’t understand. Teacher C6I suggested that reading aloud makes the learners listen to the others (as did Teacher C7S), and helps the teacher to know that ‘the whole class is in the same place’. Teacher C8S thinks for a homogenous group silent reading is good, but that learners pay more attention during reading aloud activities, and this helps her ensure that the learners understand everything. For Teacher 9FE, reading aloud is ‘one of the activities to identify, to study main passages (...) of importance of the works’. He also encourages learners to read aloud at home to practice their pronunciation. Teacher C3MFG felt that reading aloud allows the teacher to see if the learners understand what they are reading.

Teacher C7S uses reading aloud for pronunciation, but she also uses recordings of authors reading their own work, partly also to introduce the learners to different pronunciations (e.g. Uruguayan pronunciation of Spanish).

Two dissenting voices here were Teacher C5G and Teacher C7S. Teacher C5G felt that following a text while someone else was reading aloud was not an authentic activity, as reading is an individual experience and different readers read at different paces. He believed that the learners' attention would wander during these activities. Teacher C7S felt that when learners read aloud the person who reads pays more attention to pronunciation and less to comprehension, and spoke at length about the difficulty of doing both at the same time.

Topics

Also unsurprisingly, most interviewees connected the use of literature with the topics to be covered. Teacher C4MFG also emphasized connections with other lessons: he mentioned that one of the teachers in the school is a graduate of a drama school and also referred to the history lessons that students were taking. Teacher C5G talked about strong links with current affairs (migrants in Germany; reunification of Germany) and the way in which this enables the learners to 'apply this elsewhere and make the transfer from the book to real life experiences, what their own opinions- rather than just "how did the author achieve this".' Teacher C7S talked about the way in which she uses literature at intermediate level to discuss themes and promote speaking. She also pointed out the moment in her class when a student linked the excerpt they were reading with one of the themes they had been studying in the other class.

C6I began the interview talking about topics and linking the books chosen for HL to the topics taught; C9FE relates the different books that he mentions to the topic as well: 'we have done social relationships as one of the topics that we studied at the beginning of the year, with migrants, and things like, so it's already something they have a little bit of vocabulary'.

4.3.3 Lesson observations

Session A: English B HL Year 1, working on *Of Mice and Men* by John Steinbeck, 45 minutes, 13 students, Teacher C9FE.

Lesson description

This lesson was the third literature lesson that the class had had. The first lesson had focused on general issues of literature, and the second lesson (observed by us too) focused on the biographical information on Steinbeck and on the historical background to the novel. The students had been assigned the first few pages of *Of Mice and Men* to read at home and the lesson focused on the results of their reading. After asking the class to sit down, taking attendance, checking that every student had their text, and ensuring that those that didn't had access to a copy, the teacher presented the objective of the lesson. He then asked the class what they felt about the reading, focusing mainly on how difficult they found the first few pages. The teacher then asked the students what the purpose of the first pages of a novel is, what this was called; after eliciting the word 'introduction' he supplied the word 'setting'.

The teacher then divided the class into two groups. Each group was to describe one of the two main protagonists in the novel, Lenny and George, through the eyes of the other – one group was to describe George through Lenny’s eyes, and the other was to describe Lenny through George’s eyes, focusing on three aspects: language, personality and physical appearance. The class was divided into two groups – one of eight students and one of seven, with the latter including all four female students. The teacher walked around the class, answering questions and suggesting to the learners how they should go about the task. With the groups, he prodded and asked additional questions. Students consulted their texts and asked for clarification from time to time.

After ten minutes, the teacher convened the two groups into a plenary and began a discussion of the answers. It was clear (as was later established in the interview with the teacher) that each group had produced a description of the character they were assigned, rather than a description of that character through the eyes of the other character. The teacher collected the responses on the board, supplying vocabulary as needed, and asking guiding questions throughout. This was conducted as a question and answer session, first with one group, and then with the second group.

Summary and commentary

The objective of this lesson was to ‘to get started with getting into the text and getting to know the setting of the text and getting to know the main characters a little bit better’ (Interview, Teacher C9FE) based on the reading at home. It began with a general discussion of the reading and introducing the group work to be done, went on to the group work itself; and ended with an extended plenary discussion of the points made by the two groups.

There was a great deal of reference to language, partly because the teacher had asked the class to think about the language of the two characters, but also because the teacher continually commented on the language the students were using, explaining implications of phrases such as ‘he drinks a lot’ (with a reference to alcohol, rather than water, as the student had intended), introducing phrases and words such as ‘role model’ and ‘burden’, and explaining the irregular plural in ‘mice’ and providing other irregular plurals. Most of this was done without reference to the text, although at one point the teacher did ask one of the learners to read a short passage from the text aloud, to illustrate a point. From time to time the teacher took longer turns to summarise the points being made, or to guide the students towards the answers that he was looking for.

The atmosphere was overall relaxed, with students speaking freely, interjecting and interacting. At some point the teacher referred to the song, *The Bare Necessities* from the film, *The Jungle Book*, (an intertextual reference) and students in one group began singing the song softly to themselves, in French. As the teacher went on to talk about the comparison between a bear and George (the character in the novel who is likened to a bear), one of the students began making movements of a large animal, presumably a bear.

Session B: Spanish B Year 2, *Un Saxo en la Niebla (A Saxophone in the Snow)* by Manuel Rivas, two students, 90 minutes, Teacher C7S.

Lesson description

This was a double-session at the end of the day, from 2.30 to 4pm. There were two female learners, one of whom is bilingual and speaks Spanish at home, and was doing the additional HL hours for Language B. It was the initial lesson in a series of lessons focusing on short stories by Manuel Rivas, using a film adaptation which incorporated a number of these stories.

After introducing the researcher, the teacher named the author whose work the learners were going to read, and led into a short discussion of the meaning of adaptation for cinema. The students provided examples from their own experience (e.g. various adaptations of Flaubert's *Madame Bovary*). The teacher then referred to the previous week's work, in which the class had seen an adaptation of Benedetti's short story *Los pocillos*, and led into a short presentation of the work the class was going to read and see – the film *La lengua de las mariposas (Butterfly's Tongue)* and the short stories by Manuel Rivas on which it is based. The class then watched a 4'20" extract from the film, in which there was noticeably very little dialogue; this scene portrayed the end of the short story for this lesson. This set up a number of enigmatic relationships which would then be solved in the reading. The viewing was followed by a five-minute discussion of what the students had seen, in an attempt to understand what was happening. Notably, the teacher did not provide any information and although she clearly did know the answers to the issues that were raised – e.g. that the young woman in the film was Chinese, not Amerindian – she confined her role here to eliciting from the students what they had seen. She then introduced the students to the main learning task of the lesson, which was to read the story and match the different sections of the story to stills from the film. This took 20 minutes, during which the teacher supported the learners with some unknown vocabulary, reiterated from time to time that the reading was a global reading, and clarified issues that arose. This was followed by a comparison of the stills that the students had matched to each paragraph, which took up the remaining nine minutes of the session, until the break.

After the break the teacher and the learners clarified a few points that had still not been resolved, and the teacher proceeded to work with another segment from the film, 'The music lesson.' Work on this segment started with reading the corresponding passage from the story, read aloud by one of the learners. Once the passage had been read in detail, the teacher invited the learners to imagine how it would be filmed. This was done orally, and then a two-minute segment from the film was viewed and the learners' reactions discussed. Finally, a third segment from the film was viewed, serving as the stepping stone to a focus on the rural home and on the young girl in the story, done through a brainstorming exercise in which the learners were asked to think of as many words as possible to describe them.

Summary and commentary

The tasks that the teacher used were taken from a workshop that she had attended about the film. Interestingly, the sequences from the film were not shown in order; the first sequence shown came from the end of the film and was calculated to raise questions for the learners and create a gap in their understanding, thus creating motivation for reading. Although the tasks in the workshop handout focused on adaptation, and the teacher discussed adaptation

with the class, this did not in fact emerge as an important theme in the lesson: what emerged was a great deal of work on content and on understanding the plot and the characters, and a great deal of work on vocabulary. The vocabulary discussed was normally raised by the learners, and a number of these discussions became quite extended, involving different types of information, such as cultural information (e.g. the rural drinking jugs used in Spain in the 1930s or the Spanish lottery) or lexical information (e.g. the difference between the two words for sink, *fregadero* and *lavabo*). There was some reading aloud – one learner read the whole second segment of the story aloud, and throughout the lesson students were reading aloud sentences which included words that they did not understand. The teacher also referred to other literary texts that the class had read together – she referred to Mario Benedetti's short story *Los pocillos* (*The Wells*), which the class had read the previous week, to unspecified poems by Neruda, and to Lorca's portrayal of women (the learners would have already studied Lorca's *La casa de Bernarda Alba* (*The House of Bernarda Alba*). There was little discussion of the meaning of the story, or of the film, but that may well have been intended for the following lesson.

Most of the work here was either in the plenary or individual, and the students did not take up the opportunity (offered to them) to work together on some tasks. The result is that to some extent there was quite a large number of Initiation-Response-Feedback (IRF) sequences here (Sinclair and Coulthard, 1975), with the teacher initiating a question, the learners providing a response, and the teacher then providing feedback on that response. However, some of the student turns were long and elaborated and the overall feel of the lesson was not as if students were being interrogated: the two students seemed involved, and continuously eager to understand what was happening in the story and in the film. There was an element of a puzzle in the first task, and an important moment in the lesson (which the teacher also referred to later in her interview) was when one of the students said, 'I understand!'. However, despite this interest there was little discussion of the students' reactions to the characters or the actions in the story.

Session C: French B Year 1, *La Petite Fille de Monsieur Linh* (*Monsieur Linh and His Child*) by Philippe Claudel, two students, 90 minutes, Teacher C9FE.

Lesson description

The teacher started the lesson with a general discussion of reading, which developed also into a discussion of reading physical books and reading electronically. After a short discussion of about four minutes, the teacher asked the learners to think of a definition of literature, allowing them to do this together. The discussion of literature then moved into a discussion of the ways in which literature can help learners in Language B classes develop their knowledge and competence in the language. Again, the learners were asked to brainstorm ideas on their own or together and then the teacher discussed this with the two of them. There was a very strong stress on the identity of the author and of knowledge of the different types of context. The teacher, for example, explained how it would be impossible to understand Voltaire's *Candide* without understanding the history of the work and the context within which it was written.

The second part of this double session began with a discussion of register and the different registers in French, what they meant and what they consisted of. The teacher then discussed with the learners the way in which literature could provide examples of all registers. After a short discussion of the way in which literature can contribute to cultural knowledge, and of the different Francophone countries of the world, the teacher introduced the assignment based on the literature. The discussion included a general overview of the DP exam, the contribution of the written assignment on literature to the overall mark, the requirements of the assessment and the criteria for marking it, and the conditions under which it would be written. This lasted for about ten minutes, and was followed by a discussion of the various literary registers. The lesson moved to a focus on the book about 16 minutes before its end, as the teacher attempted to raise the learners' curiosity about the book – thinking about the author, the title, feeling the book and smelling it. One of the learners then read the first four sentences in the book, and the class discussed what these sentences meant and what they were describing, using the framework of who, where, what, when. There was a focus on very close reading, including attempting to understand words from context, and inferring from the information available from the short passage read as much as possible about the main protagonist and his situation. The homework assigned was to research a short biography of the author and read the first two chapters of the novel.

Summary and Commentary

The class in this case is a small class of only two students, both L1 Chinese speakers who had arrived at the school the previous year. This double session was their first lesson using literature. The main threads through the lesson were an intensive focus on language, and a focus on what could be characterised as cultural information. Throughout the lesson, the teacher provided new vocabulary, checked spelling, checking the learners' knowledge of the word class of a specific word, their knowledge of the gender of nouns, and so on. This was often done in quick IRF sequences in which, for example, the teacher would write a word on the board and ask the learners whether the spelling was correct, expecting them to notice that the word needed to be written with an accent; or write a phrase which included a word they had learnt and test their knowledge of the grammatical gender of the noun. There were numerous occasions such as these throughout the lesson. Another characteristic of the lesson was its focus on a variety of different types of information– e.g. a short digression to discuss which countries in the world were Francophone; information about the assessment; information about registers; information about the different genres; and information about the author and about the French literary prize, Prix Goncourt. There were frequent digressions in which the teacher clearly took on the role of providing cultural information to the learners – a short digression about Voltaire, a mention of Molière, a short discussion of *The Diary of Anne Frank*, occasioned by the mention of diaries as a literary genre.

Finally, the lesson was characterized by a recurrent worry expressed by the learners about the difficulty of the task that lay ahead of them. Although the teacher assured the learners that he was there to help them understand the piece and love it, the lesson was characterized mainly by an efferent approach to literature, in which knowledge about the piece was focused upon rather than the piece itself.

4.3.4 School C: Themes emerging from the student focus groups and questionnaires

We held two discussions with students on the value of literature in Language B classrooms. The first discussion was held in Teacher 3MFG's ToK class in Year 2 (seven male students and 11 female students) and the second was held in Teacher 9FE's Year 1 English B classroom (eight male and four female students). The two discussions were conducted in different ways. In the English B classroom, the students were provided with a task in which they were asked to prepare a presentation in response to a letter from parents complaining about the use of literature in Language B classrooms. The group discussions and the presentations were recorded and transcribed. The students in the ToK class were asked to fill in an open-ended questionnaire and then a discussion was held with them about their views.

One issue that arises from the analysis of student views is the extent to which the students are voicing their own, independent opinions, and the extent to which they are influenced by their teachers. For example, a student who is learning Chinese suggested that literature helps understand the language; speaking of the Chinese writing system, he said that 'the culture of the character, the different Chinese characters, I think that helped me the most to understand the language and then learn it'. This echoes the views of the Mandarin teacher interviewed in the school, who placed extremely strong focus on understanding the cultural references of the various Chinese characters. The English B class focused a great deal on acquiring information about the country of the author, and the social and political situation contextualizing the novel. This chimes very strongly with what they had been doing with their teacher in the morning session on the day the discussion was held, in which they discussed the social and political background of *Of Mice and Men*, and chimes very strongly with their teacher's own views as emerging from his teaching.

The main areas that the students touched upon in their questionnaires, the class discussion and the presentations were the importance of culture, the general language benefits (with a particular focus on vocabulary), and the language level required to be able to deal with literature. Students also spoke of interest and enjoyment of literature, as well as commenting on literature as 'the most beautiful element of the language'.

Vocabulary was seen as the main benefit of using literature, in terms of it being 'a good way of storing a large quantity of vocabulary'. Context was seen as important in this learning of vocabulary, and the result was 'a richer vocabulary', 'a wider range of vocabulary' as well as learning 'formal and uncommon expressions'. The latter quote suggests that the language of literature is seen as different from spoken language and the language of other texts, a view which was also presented by the Year 1 students, who talked about literature being 'higher language'. Interestingly, the minority of students who spoke against using literature also focused on vocabulary, but in a different way: 'I am against using literature in language B. Mastering a language is learning grammar and vocabulary, and being able to understand, speak and write the language correctly'. Other areas of language were also seen as benefiting from the use of literature. Some students conceptualized this very generally – 'deepening the knowledge of a language', 'a very good means of interfering with a foreign language'. But many others spoke about grammar, writing, speaking, and reading. In the discussion, students also talked about register – 'when we learn a new language we have the tendency to write how we speak and it gives us like a different approach' – and about the variety that literature introduces – 'it helps to have another vision of the language and the use of language'. In the

discussion, one of the students explained the way in which poetry could contribute to learning vocabulary. This extended example is particularly interesting considering the overall minimization of the role of poetry in Language B learning that was evident throughout the study:

Well, I think we can use poetry to make it easier to learn new words or expressions because when you read a poem the words will flow in your mind and then you can maybe try to use them after, and without this poem you wouldn't think of them or maybe like if it's a new language – for example I do Spanish – maybe a poem or a song I will know the words that are used and then I can reuse them after.

A sizable minority spoke about the difficulties and challenges of using literature in the classroom. A student who was overall against using literature wrote that 'reading is important, but not famous works of well-known authors, because for a Language B learner it's very difficult to understand the meaning' (translation ours). But even students who supported the use of literature suggested that literature can be done 'only at an advanced level', or 'once you have learned the basics of a language', and that the content 'must reflect the level of the students in the class'. One student wrote that 'while students of a lower language level can study films, students must have a high level of proficiency to study literature in that foreign language'. In the discussion, one student elucidated:

'I agree with the fact that you have to have a certain level of language to learn literature. (...) when I study literature in Spanish Higher I find it more difficult because the way the sentences are made, are constructed and the words they use, it's very difficult it's not similar to the way we learn it and the way we learn it to speak it every day, so that's why I find it more difficult'.

Others mentioned the difficulties they had when reading – e.g. not understanding every word. In the Year 1 presentations, a group who ended up agreeing against the use of literature also stated that 'it can be too difficult for people whose English is not main language, so foreign people. Sometimes in literature the books, the language is too high for some people.'

Cultural issues were also raised by students in their questionnaires, the discussion, and their presentations. Culture was sometimes mentioned in general and not elucidated - e.g. 'it is also (a good means) of understanding some cultural aspects connected to the language' or 'it allows us to develop a culture'. A student who wrote against using literature also mentioned the usefulness of literature 'for immersing oneself in its culture'. Other students spoke and wrote at length about the ways in which literature 'helps students explore historical, social and other contexts of a book in a foreign language'. One group said in their presentation:

Furthermore, if we got a chance to analyse the book we will know a lot more of the situation of the English-speaking country, so from different opinion, which is probably the reason why there is a minimum of two books, so we get to see the difference between two authors from the same country of the language we are speaking so we get to analyse the situation at the country. And then – so a specific author will be studied and this will show us information on the country meaning the actual situation of the society, economy, food and perhaps health.

An interesting point arose in the following exchange between the Year 2 students during the discussion:

StM4: There is symbolic and all the different devices and style is used by language, and how language is used to do that. So, we explore language part-

StM3: It's more interesting to look at the message than the language

StM4: Yes, but the language does the message

StM3: The language is the tool

This bespeaks a sophisticated understanding on the part of both students of the intricate relationships between different parts of language and the message that is being conveyed. Indeed, this sophistication later manifested itself in the class talking about the nature of literature, the differences between written and spoken literature, and their discussion of songs and rap as literature. Students also mentioned, in their questionnaires, the importance of affect, writing about enjoying their previous experiences of reading, the way in which enjoyment can help 'studying historical and political context' and that literature can be interesting.

4.3.5 Summary of Case Study School C

School C is an example of a complex curricular situation, the complexity of which is heightened by the recent addition of the DP to the suite of qualifications which the school offers. The school thus manifests many elements of transition, one of which is the adherence to the plans submitted during the accreditation process. Transition, indeed, is not only important in the move to the new qualification, but also in the transition of the learners from one educational level to another, particularly when the new level involves a different way of working and learning. A great deal of the school's energy is devoted to addressing the problems of transition, at least as revealed to us during the visit.

One important difference between School C and the other two schools is the way in which literary texts and literature were conceptualised as challenging and difficult, and the way in which they were seen as being more appropriate to higher levels of language proficiency. Although some of the teachers in other schools also mentioned this, this feeling was far more prevalent in School C than in the other schools. It was also more in evidence in the views of the students in this school than in the other schools: in School A this was not a major point in the discussion, and in School B, although there was a great deal of discussion about the challenge of literary texts the students often balanced this by highlighting the rewards inherent in literary texts.

Two other points which emerged from School C were the importance of enjoying literature and reading, and the way in which literature and reading were sometimes conflated, with some interviewees explicitly equating the two. Yet another characteristic of School C that came to the fore was the importance of the teacher's own learning and teaching experience in forming their attitude towards the use of literary texts in the classroom. Again, this was something that was present in other schools as well – but possibly not to such a degree.

5. FINDINGS: TEACHER SURVEY

This section presents the results of the teacher survey according to the different groups of questions. For each battery of questions, we first present the descriptive statistics for each item for all respondents as a whole as well as the battery mean. We then provide more detailed analyses, looking at the means for different groups of teachers. We first provide an analysis of the results for the three groups of teachers with different amounts of training in using literary texts in their Initial Teacher Education (ITE) courses (see section 3.3.4 for additional detail). To avoid cumbersome phrasing, we refer to the different groups as follows: Group 1 refers to teachers who had a large amount of training in using literary texts in their ITE, Group 2 refers to teachers who had some training in using literary texts in their ITE, and Group 3 refers to teachers who had no training in using literary texts in their ITE. We then present the analyses for each battery for four groups according to the language they teach, analysing the results for the four main languages represented in our survey – English, French, Mandarin and Spanish (see section 3.3.5).

At this point it is appropriate to make two important caveats. The first caveat is that the group of respondents represented in this study is a self-selected group of teachers who are particularly interested in teaching and using literature (the reader will remember that we were unable to approach teachers directly; see section 3.3.2 for details of how we recruited participants for this study). This self-selection works in at least two ways. Firstly, we know from our discussions in schools (e.g. in School C, which had undergone accreditation recently) that the teachers who teach Language B HL are likely to be the teachers who are more interested in literature than others and who may have volunteered or requested to be assigned to these classes. This is probably even more the case in schools where there is more than one school-leaving qualification offered (as was the case with both School B and School C). Secondly, it is likely that the teachers who decided to respond to the survey formed a subset of teachers who were even more interested in using literary texts in the classroom than other teachers. This is supported by the overwhelmingly positive response to the general questions about using literary texts in the classroom, as for example in Section 5.1 below. It is therefore important to read this section with these points in mind.

The second caveat relates to the status of answers to the various questionnaire items. The items and question batteries that ask respondents for their views and opinions of literary texts in language teaching are, clearly, views and opinions. But even questions that ask about the frequency of use of different genres, the types of activities they use in their classes, or about factors in choosing texts, need to be seen as *reported* frequencies or *reported* types of activity, rather than objective measures of what teachers actually do in their classrooms.

For each item, we provide descriptive statistics: the means and standard deviation; the median; and the mode (see Table 5.1 for explanation of these terms). For the inferential statistical analyses, we provide two measures. One is the p value (i.e., the probability that the result was obtained by chance; see Table 5.1). However, with large samples such as ours statistically significant results can reflect small and therefore not very meaningful differences between groups. We therefore provide a second measure: the effect size, which is a standardized measure of the size of the difference between the groups. The effect size we calculated was Hedge's *g* (see Section 3.3.4). In a small number of cases where the sample

sizes were equal we calculated Cohen's *d*. Note that Plonsky and Oswald (2014) suggest that for applied linguistics research an effect size of 0.4 should be considered small; an effect size of 0.7 should be considered medium; and an effect size of 1 and above should be considered large. We follow this convention, though the lack of comparable studies would in fact allow us to follow Cohen (1988, in Plonsky and Oswald, 2014) in regarding 0.2 as small, 0.5 as medium and 0.8 as large. For ease of reference for the reader, Table 5.1 below provides explanations of these terms as well as of the different statistical procedures discussed in this section.

Table 5.1 Statistical terms used in Section 5

N	Number of respondents on which any specific calculation is based
Mean	Arithmetical average
Standard deviation	A measure which shows the extent to which responses are clustered around the mean. High values show that the responses are spread out; low values indicate that the responses cluster around the mean.
Median	A mid-point in a survey such that half the respondents are above it, and half the respondents are below it. (Note that in some of the batteries the Median is the highest point; this happens when the majority of respondents chose the highest value on a scale).
Mode	The value chosen by the largest number of respondents
p value	The probability that a certain result was obtained by chance; normally a p value of 0.01 is considered statistically significant, meaning that there is only a 1:100 probability that the results were obtained by chance. A p value of 0.001 means that the chance that the results were obtained by chance is 1:1000.
Effect size	A standardized measurement which indicates the size of the difference between two results.
Cohen's <i>d</i>	The standard calculation of the effect size.
Hedge's <i>g</i>	A calculation of the effect size recommended when the two samples compared are of different sizes.
Paired t-test	A statistical test designed to compare the means of the group of respondents on two different measures or on two different occasions.

5.1 Question 1: General attitudes towards literature and literary texts in the classroom

The items in Question 1 focused on general attitudes towards the use of literature and literary texts in Language B HL teaching. As Table 5.2 shows, the respondents emerged as a group who love literature, see it as part of the human experience, and believe in its value for teaching. Overall, there was a very high level of agreement with the general statements in this battery, as evidenced by the high means, the high medians and the high modes.

Table 5.2 General attitudes towards literature and literary texts in the classroom

(1= Strongly disagree; 6=Strongly agree)

		N	Mean (St. Dev)	Median	Mode
1.1	Enjoying literary texts is part of the human experience.	265	5.42 (0.76)	6	6
1.2	Literary texts are important for understanding other people's lives.	265	5.32 (0.83)	6	6
1.3	Students remember literary texts better than non-literary texts.	263	4.59 (1.07)	5	5
1.4	Literary texts allow teachers to pass on their passion for the language to the students.	264	5.00 (0.98)	5	5
1.5	I myself love literature.	263	5.40 (0.86)	6	6
1.6	Literary texts should be used at all levels of language teaching.	264	4.86 (1.20)	5	6
1.7	Learners should be exposed to as many text types as possible.	263	5.41 (0.81)	6	6
1.8	Literary texts make language teaching more interesting for the teacher.	264	5.13 (1.03)	5	6
Scale mean		262	5.14 (0.71)	5	6

5.1.1 The effect of amount of training in using literary texts in ITE on general attitudes towards literature and literary texts in the classroom

Table 5.3 shows the differences between the general attitudes of teachers towards using literature at Language B HL according to the amount of training they received in teaching literature on their ITE. Teachers in Group 1, who had received more training in using literature, were much more positively disposed towards using it than teachers in Group 2 (small difference) and teachers in Group 3 (medium size difference).

Table 5.3 Effect of amount of training in using literary texts in ITE on general attitudes towards literature and literary texts in the classroom

(1= strongly disagree; 6=strongly agree)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
110	5.34 (0.64)	97	5.08 (0.68)	55	4.85 (0.80)

$F_{(2, 259)} = 9.654, p=0.000$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 2 ($p=0.024$, Hedge's $g=0.39$) and between Group 1 and Group 3 ($p=0.000$, Hedge's $g= 0.69$).

5.1.2 The effect of language taught on general attitudes towards literature and literary texts in the classroom

There were no statistically significant differences between teachers of different languages on this scale.

5.2 Question 2: Views of the contribution of literature to understanding cultural issues

This battery focused on the contribution of literature to understanding different aspects of the culture of the Language B: gaining information about the countries where the Language B is spoken, gaining general understanding of the culture, understanding social issues in different historical periods, and intercultural understanding. There was overall strong agreement that using literary texts in the language B classroom contributed to all of these areas (Table 5.4).

Table 5.4 Views of the contribution of literature to understanding cultural issues

(1= Strongly disagree; 6=Strongly agree)

	Using literary texts in L2 teaching is valuable for...	N	Mean (St. Dev)	Median	Mode
2.1	... understanding social issues from different historical periods.	262	5.32 (0.84)	5	6
2.2	... developing students' understanding of the culture/cultures of the language I teach.	261	5.46 (0.75)	6	6
2.3	... gaining information about the different countries where the language I teach is spoken.	259	5.29 (0.84)	5	6
2.4	... developing students' intercultural understanding.	261	5.42 (0.79)	6	6
	Scale mean	259	5.37 (0.72)	5	6

5.2.1 The effect of amount of training in using literature in ITE on views of the contribution of literature to understanding cultural issues

For this group of questions, the three groups of teachers all showed means that were very high, between 'agree' and 'strongly agree'. There were nevertheless statistically significant differences between the different groups according to the amount of training they had had in using and teaching literature in their ITE programme, as shown in Table 5.5. Teachers who had had a large amount of such training (Group 1) showed very high means, which were significantly higher than the means shown by teachers who had had no training in using literary texts during their ITE (Group 3). Although the difference in their views was statistically significant, the analysis revealed that it was small (note that both groups had means above 5).

Table 5.5 Effect of amount of training in using literature in ITE on views of the contribution of literature to understanding cultural issues

(1= Strongly disagree; 6=Strongly agree)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
110	5.53 (0.68)	96	5.33 (0.71)	53	5.13 (0.74)

$F_{(2, 256)} = 5.862, p=0.003$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 3 ($p=0.003$, Hedge's $g=0.28$).

5.2.2 The effect of language taught on views of the contribution of literature to understanding cultural issues

There were no statistically significant differences between teachers of different languages on this scale.

5.3 Question 3: Views of the advantages of using literary texts

The items in this question examined the respondents' views of the different types of benefits that literary texts provide in language learning. There was agreement that using literary texts provided such benefits (see Table 5.6 below), but the agreement was not as strong as the agreement with the general attitudes towards using literary texts. The three items with the highest means (items 3.4, 3.6, 3.7) were connected to the language properties of literary texts – beauty of language, varieties of the language, and authenticity. The items with the lowest means (Items 3.9, 3.10) were connected with learners – the amount of interest that literary texts generate and their motivational value.

Table 5.6 Views of the advantages of using literary texts

(1=strongly disagree; 6= strongly agree)

	Literary texts	N	Mean (St. Dev)	Median	Mode
3.1	... make it easier to raise controversial issues than non-literary texts.	254	4.36 (1.21)	4	5
3.2	... encourage greater student creativity.	255	4.88 (1.00)	5	5
3.3	... enable teachers to construct a wider range of activities.	254	4.72 (1.07)	5	5
3.4	... allow the students to appreciate the beauty of the language.	253	5.21 (0.84)	5	6
3.5	... make language learning more interesting for the students.	255	4.85 (1.02)	5	5
3.6	... are a good way of exposing students to different varieties of the language.	254	5.22 (0.86)	5	6
3.7	... are examples of authentic language.	254	5.22 (0.96)	5	6
3.8	... are a good way of preparing for oral exams.	254	4.28 (1.23)	4	5
3.9	... motivate students more than non-literary texts.	254	4.12 (1.25)	4	5
3.10	... provide more interesting topics for discussion than non-literary texts.	254	4.09 (1.31)	4	4
	Scale mean	252	4.70 (0.85)	5	5

5.3.1 The effect of amount of training in using literature in ITE on views of the advantages of literary texts

Table 5.7 below shows that there were significant differences between the different groups of teachers in this group of questions. Teachers who had had a large amount of training in teaching literary texts in their ITE course expressed a belief in the advantages of literary texts in language teaching that was significantly higher than that of teachers who had only some training in using literary texts (small difference) and significantly higher than that of teachers who had had no training in using literary texts during their ITE (medium difference).

Table 5.7 The effect of amount of training in using literature in ITE on views of advantages of literary texts

(1= Strongly disagree; 6=Strongly agree)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
107	4.98 (0.74)	92	4.57 (0.86)	53	4.37 (0.89)

$F_{(2, 249)} = 11.443$, $p=0.000$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 2 ($p=0.002$, Hedge's $g=0.51$) and between 1 and Group 3 ($p=0.000$, Hedge's $g= 0.75$).

5.3.2 The effect of language taught on views of the advantages of literary texts

Table 5.8 below indicates that there were significant differences here between different groups of teachers. The Mandarin teachers expressed the highest belief in the advantages of literary texts, and the French teachers expressed the lowest belief in the advantages of literary texts. There was a medium size difference between the views of the French teachers and those of the Mandarin teachers, and a small difference between the views of the French teachers and those of the Spanish teachers.

Table 5.8 The effect of language taught on views of advantages of literary texts

(1= Strongly disagree; 6=Strongly agree)

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
80	4.67 (0.81)	49	4.36 (1.01)	16	5.02 (0.72)	67	4.79 (0.79)

$F_{(3,209)} = 3.507$, $p=0.016$. Bonferroni analyses revealed a significant difference between the French teachers and the Mandarin teachers ($p=0.047$, Hedge's $g = 0.82$) and between the French teachers and the Spanish teachers ($p=0.047$, Hedge's $g = -0.47$).

5.4 Question 4: Views of the contribution of literary texts to language skills development

In their responses to the items in this question, the respondents affirmed their belief in the high contribution of literary texts to all skills and language areas (see Table 5.9). The respondents particularly associated literary texts with improvements in reading skills and in vocabulary. These two areas exhibited the two highest means, and showed the greatest agreement among the respondents, with the lowest standard deviations, a median of 6 and a mode of 6. Unsurprisingly, the lowest means in this group were associated with the contribution of literary texts to listening skills, pronunciation, and speaking skills, though even here the median and the mode were 5 in both cases.

Table 5.9 Views of the contribution of literary texts to the development of language skills

(1= Strongly disagree; 6=Strongly agree)

	Using literary texts in the language classroom contributes to the development of...	N	Mean	Median	Mode
4.1	...general language proficiency.	251	5.21 (0.88)	5	6
4.2	...reading skills.	248	5.53 (0.71)	6	6
4.3	...writing skills.	250	5.19 (0.90)	5	6
4.4	...listening skills.	251	4.36 (1.28)	5	5
4.5	...speaking skills.	249	4.69 (1.13)	5	5
4.6	...grammar.	250	5.02 (0.93)	5	5
4.7	...vocabulary.	249	5.45 (0.76)	6	6
4.8	...pronunciation.	249	4.49 (1.21)	5	5
	Scale mean	251	4.99 (0.76)	5	5

5.4.1 The effect of amount of training in using literature in ITE on views of the contribution of literary texts to developing skills

As Table 5.10 below indicates, there were significant differences between the three groups of teachers here according to the amount of training they had received in using literature in their

ITE programmes. Teachers who had had a large amount of such training (Group 1) viewed literature as contributing to different language skills significantly more than teachers who had not had any such training; the difference was medium sized. Teachers who had had some training in using literary texts in their ITE programmes (Group 2) also valued the contribution of such texts to language learning significantly more than teachers who had had no such training (Group 3); here the difference was medium/small sized.

Table 5.10 The effect of amount of training in using literature in ITE on views of the contribution of literature to developing skills

(1= Strongly disagree; 6=Strongly agree)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
106	5.16 (0.69)	90	5.01 (0.66)	52	4.65 (0.93)

$F_{(2, 245)} = 8.494$, $p=0.000$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 3 ($p=0.000$, Hedge's $g=0.66$) and between Group 2 and Group 3 ($p=0.016$, Hedge's $g= 0.47$).

5.4.2 The effect of language taught on views of the contribution of literature to developing skills

There was a significant, medium-size difference here between teachers of French and teachers of English in terms of their belief in the contribution of literature to developing language skills (Table 5.11). Teachers of English expressed the strongest belief in this contribution, whereas teachers of French expressed a less strong belief in this (though still between 'somewhat agree' and 'agree').

Table 5.11 The effect of language taught on views of contribution of literature to developing skills

(1= Strongly disagree; 6=Strongly agree)

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
77	5.11 (0.58)	50	4.65 (1.00)	16	5.01 (0.81)	67	4.97 (0.79)

$F_{(3, 206)} = 3.733$, $p=0.012$. Bonferroni analyses revealed a significant difference between the French teachers and the English teachers ($p=0.009$, Hedge's $g = 0.58$).

5.5 Question 5: Frequency of using different literary genres

Question 5 asked respondents to report on the frequency with which they taught or used different genres in Language B HL. Table 5.12 reports the means, the median and the mode for each of the genres we investigated (note that because this question investigated different genres, we do not supply a scale mean and each item is analysed separately). There was a clear distinction here between the two top genres which teachers reported teaching – Short Stories and Novels – and the three other genres – Poems, Plays and Literary Essays.

Table 5.12 Frequency of using different literary genres*

(1= Never; 6=Very frequently)

		N	Mean (St. Dev.)	Median	Mode
5.1	Poems	243	3.02 (1.23)	3	3
5.2	Short Stories	246	4.31 (1.27)	4	5
5.3	Novels	243	4.37 (1.30)	5	5
5.4	Plays	246	3.11 (1.40)	3	3
5.5	Literary essays	241	2.91 (1.48)	3	3
5.6	Other (Please specify)	107	2.53 (1.661)	2	1

* We do not provide a scale mean for this group of items as the focus is on each genre on its own.

We compared the frequency of teaching five different genres (poems, plays, novels, short stories and literary essays) as provided above. An examination of the means in Table 5.12

suggests that novels and short stories are used fairly often, whereas poems, plays and literary essays are used less often. The statistical analysis (see Appendix 6) supports our interpretation that the genres taught in Language B HL fall into two groups: novels and short stories on the one hand (with means of 4.37 and 4.31 respectively, i.e. between ‘regularly’ and ‘often’), and poems, plays and literary essays on the other (with means of 3.02, 3.11 and 2.91 respectively, i.e. near the point for ‘sometimes’). All differences between the two genres in the first group and the three genres in the second group were statistically significant, and in each case the difference in the means was quite large. The differences in frequency of use between the genres within the two groups are overall not significant, apart from the difference in frequency between using plays and using literary essays, which is statistically significant but extremely small.

5.5.1 The effect of amount of training in using literature in ITE on frequency of using different literary genres

There were differences in the reported frequency of teaching four of the five genres between the different groups of teachers in this analysis. Teachers who had had a large amount of training in using literary texts report more frequent use of poems (Table 5.13), short stories (Table 5.14), plays (Table 5.15) and literary essays (Table 5.16) than the two other groups. The difference between teachers who had had a large amount of training in using literary texts in L2 classrooms (Group 1) and teachers who had had no such training (Group 3) was statistically significant in all cases, and the size of the difference ranged from small (Hedge’s $g=0.40$ for plays) to medium/large (Hedge’s $g=0.89$ in the case of literary essays). There was also a small/medium size, statistically significant difference in the frequency of teaching literary essays between Group 1 and Group 2.

Table 5.13 Effect of amount of training in using literature in ITE on frequency of use of poems

(1= Never; 6=Very frequently)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
103	3.26 (1.36)	87	2.99 (1.13)	50	2.64 (1.00)

$F_{(2,237)} = 4.550$, $p=0.012$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 3 ($p=0.009$; Hedge’s $g=0.50$).

Table 5.14 Effect of amount of training in using literature in ITE on frequency of use of short stories

(1= Never; 6=Very frequently)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
103	4.54 (1.14)	89	4.35 (1.23)	51	3.88 (1.34)

$F_{(2,240)} = 5.053$, $p=0.007$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 3 ($p=0.005$; Hedge’s $g=0.55$).

Table 5.15 Effect of amount of training in using literature in ITE on frequency of use of plays

(1= Never; 6=Very frequently)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
103	3.37 (1.46)	89	3.10 (1.23)	51	2.75 (1.44)

$F_{(2,240)} = 3.567$, $p=0.030$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 3 ($p=0.026$; Hedge’s $g=0.43$).

Table 5.16 Effect of amount of training in using literature in ITE on frequency of use of literary essays

(1= Never; 6=Very frequently)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
104	3.47 (1.47)	86	2.66 (1.38)	49	2.22 (1.25)

$F_{(2,236)} = 15.654$, $p=0.000$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 2 ($p=0.000$; Hedge's $g=0.56$), and between Group 1 and Group 3 ($p=0.000$, Hedge's $g=0.89$).

5.5.2 The effect of language taught on frequency of using different literary genres

Two of the items in this group showed a difference by language. Teachers of English reported using novels significantly more frequently than teachers of Spanish (Table 5.17), though the difference was small. Interestingly, the Spanish teachers, who reported the lowest amount of teaching novels, also reported the highest amount of teaching plays, though the difference was not significant. This is corroborated by our case study analysis, where all three schools taught Lorca's play *La casa de Bernarda Alba*, for example. The second genre where differences appeared was teaching literary essays, which the Mandarin teachers reported teaching far less than the teachers of the other languages, with a medium to large effect in all cases (Table 5.18).

Table 5.17 Effect of language taught on frequency of use of novels

(1= Never; 6=Very frequently)

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
77	4.71 (1.02)	49	4.39 (1.22)	15	4.13 (1.19)	65	4.05 (1.53)

$F_{(3, 202)} = 3.528$, $p=0.016$. Bonferroni analyses revealed a significant difference between the English teachers and the Spanish teachers ($p=0.011$, Hedge's $g=0.52$).

Table 5.18 Effect of language taught on frequency of use of literary essays

(1= Never; 6=Very frequently)

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
77	2.97 (1.41)	49	3.22 (1.46)	16	2.81 (0.98)	65	3.40 (1.40)

$F_{(3, 198)} = 5.392$, $p=0.001$. Bonferroni post-hoc analyses showed a significant difference between the Mandarin teachers and the English teachers ($p=0.003$, Hedge's $g=0.97$), the Mandarin teachers and the French teachers ($p=0.001$, Hedge's $g=1.17$) and the Mandarin teachers and the Spanish teachers ($p=0.046$, Hedge's $g=0.76$).

5.5.3 Using other genres

Respondents were also asked whether they used any other literary genres in their teaching of Language B HL. Most respondents did not respond to this item, and 47 responded with 'Never'. A number of others responded with 'hardly ever' 'sometimes' or 'regularly' but without specifying which genres they used. Among the 44 respondents who did specify an additional genre, the highest number of references to a specific genre was to the use of songs/lyrics, mentioned by ten teachers. There were also references to newspaper or magazine articles (9 respondents, including one reference to blogs along with articles); to graphic novels, comics or picture books (6 respondents); to diaries (3 respondents); to reviews of literary works (2); one to 'transcripts of movies and speeches', one to humour, one to 'picture books' and two to autobiography and biography. Two people referred to film/cinema, one person to TV clips and one to YouTube. One person referred to audiobooks.

5.6 Question 6: Using literary texts to teach or practice specific skills

Question 6 (Items 6.1-6.8), like Question 4 (Items 4.1-4.8), looked at the relationship between literary texts and different language skills, but was phrased differently. The phrasing in Question 4 (e.g. 'Using literary texts in the language classroom contributes to the development of grammar) asked respondents to focus on the contribution of literary texts. The phrasing in Question 6 (e.g. 'How often do you use literary texts with your Language B Higher Level learners in order to teach or practice Grammar') was designed to elicit teachers' classroom practice in terms of actually targeting specific language areas with literary texts. The two different phrasings thus allow us to compare teachers' general views of the contribution of literary texts to language development in specific areas, with their reported use of literary texts to target language development in these same specific areas.

Table 5.19 provides the extent to which respondents used literary texts to target specific areas in language learning. The pattern that emerged in responses to this question was similar to that which emerged with Question 4, with high scores for vocabulary and reading, and low scores for listening, pronunciation and speaking. Interestingly, grammar was the lowest scoring item here (see section 5.6.3 for a comparison between the means on these items and the means on items 4.1-4.8).

Table 5.19 Using literary texts to teach or practice specific skills

(1= Never; 6=Very frequently)

	How often do you use literary texts with your Language B Higher level learners in order to teach or practice...:	N	Mean	Median	Mode
6.1	... grammar?	245	3.54 (1.43)	3	3
6.2	... vocabulary?	245	4.70 (1.24)	5	6
6.3	... writing skills?	244	4.43 (1.26)	5	5
6.4	... reading skills?	244	4.87 (1.14)	5	6
6.5	... speaking skills?	245	4.06 (1.35)	4	4
6.6	... listening skills?	243	3.60 (1.46)	4	3
6.7	... pronunciation?	242	3.76 (1.39)	4	3
6.8	... other areas of language (please specify)?	82	3 (1.98)	3	1
Scale mean*		245	4.14 (1.06)	4	4

*Items 6.1-6.7 only.

There were 82 teachers who responded to the item 'other areas of language' in this group of questions, though 47 of these ticked 'never'. Of these, 28 teachers specified which areas they used literature to teach. Some of these areas were linked to the areas specified in the question (for example, four teachers wrote 'comprehension'); other areas included culture (five teachers), critical thinking, problem solving and Theory of Knowledge (five teachers), creative thinking and writing (three teachers).

5.6.1 The effect of amount of training in using literature in ITE on using literary texts to teach or practice specific skills

There were significant differences between the different groups of teachers in terms of their reported use of literary texts to target specific skills (see Table 5.20 below). Teachers who had had a large amount of training in using literary texts on their ITE programme (Group 1) reported significantly more use of such texts to target specific skills than Group 2 and than Group 3. The differences were small and medium respectively.

Table 5.20 The effect of amount of training in using literature in ITE on using literary texts to teach or practice specific skills

(1= Never; 6=Very frequently)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
104	4.49 (0.95)	88	4.02 (0.96)	50	3.69 (1.16)

$F_{(2,239)} = 12.067$, $p=0.000$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 2 ($p=0.004$, Hedge's $g=0.49$) and between Group 1 and Group 3 ($p=0.000$, Hedge's $g=0.78$).

5.6.2 The effect of language taught on using literary texts to teach or practice specific skills

There were no statistically significant differences between teachers of different languages on this scale.

5.6.3 Comparing views of the contributions of literature to language development with using literary texts to practice or teach specific skills

Table 5.21 below compares the responses from Question 6 and those from Question 4 for each of the language skills. In each case the response to Question 4 (Views of the contribution of literature to the development of language skills) is higher than the response to Question 6 (Using literary texts to teach or practice specific skills). We conducted a series of paired t-tests (see Table 5.1 for explanation) to see whether there was a difference between the teachers' answers to the two questions. All seven differences were statistically significant, and in each case the difference was medium to large (measured by Cohen's d ; see Table 5.1). This indicates that teachers are aware of the contribution of literature to language learning but do not target specific language skills for that purpose. The greatest difference between the two questions was found for grammar, indicating that teachers believe that using literary texts contributes to the development of grammar, but that they do not usually target grammatical development when they teach literature (note that the mean for grammar on Question 6 was the lowest of all the skills and language areas we asked about).

Table 5.21 Differences between contribution of literary texts to language development and targeted use of literary texts

(1= Never; 6=Very frequently)

	Question 4: Contribution to development of language skills: Mean (St. Dev.)	Question 6: Teaching or practicing specific skills Mean (St. Dev.)	t	df	Sig (2-tailed)	Cohen's d^*
Grammar	5.00 (0.94)	3.54 (1.43)	17.329	243	0.000	1.21
Vocabulary	5.45 (0.76)	4.71 (1.23)	10.182	243	0.000	0.72
Writing	5.19 (0.90)	4.43 (1.27)	9.723	242	0.000	0.69
Reading	5.54 (0.71)	4.87 (1.14)	10.005	240	0.000	0.71
Speaking	4.71 (1.17)	4.06 (1.35)	9.086	242	0.000	0.53
Listening	4.37 (1.27)	3.60 (1.46)	10.511	242	0.000	0.57
Pronunciation	4.50 (1.18)	3.78 (1.39)	9.590	239	0.000	0.56

*We used Cohen's d in this case as the sample sizes in each case are identical.

5.7 Question 7: Using learner-centred activities with literary texts

Two batteries of items asked respondents about the types of activities that they do with their students. The first battery, Question 7, included mainly learner-centred activities that activate the learner, asking them to produce creative texts, or do work on their own (e.g. read at home). As Table 5.22 below shows, most means in this battery were between 3.78 (Item 7.1) and 4.64 (Item 7.7), with only one item receiving much lower means (Item 7.6), indicating that it was used far less than the other activities.

Table 5.22 Using learner-centred activities with literary texts

(1= Never; 6=Very frequently)

	How often do you ask your students to do each of the activities below?	N	Mean (St. Dev.)	Median	Mode
7.1	Write summaries of the literary texts that they read	242	3.78 (1.43)	4	3
7.2	Do creative writing exercises as preparation for literary texts	242	4.12 (1.40)	4	5
7.3	Do creative writing exercises as a follow up to literary texts	241	4.54 (1.24)	4	5
7.4	Do presentations about literary texts	242	3.96 (1.36)	4	3
7.5	Do research about a literary text and its author	242	3.88 (1.45)	4	3
7.6	Keep a reading diary	240	2.87 (1.47)	3	2
7.7	Come up with questions that are related to the text	240	4.64 (1.21)	5	6
7.8	Read literary texts at home	239	4.31 (1.36)	4	4
Scale mean		243	4.09 (0.95)	4	4

5.7.1 The effect of amount of training in using literature in ITE on using learner-centred activities with literary texts

As Table 5.23 below shows, there were significant differences in the frequency of using different activities between all three groups of teachers according to the amount of training in using literary texts they had had on their ITE programmes. The teachers who had had a large amount of such training (Group 1) reported using different activities much more frequently than Group 2 (small difference) and Group 3 (medium difference). The teachers who had had only some training in using literary texts on their ITE programme (Group 2) reported more use of different activities than the group who had had no such training at all on the ITE programme (small/medium size difference).

Table 5.23 Effects of amount of training in using literature in ITE on using learner-centred activities with literary texts

(1= Never; 6=Very frequently)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
104	4.31 (0.96)	86	3.97 (0.6)	50	3.50 (0.85)

$F_{(2, 237)} = 14.359$, $p=0.000$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 2 ($p=0.023$, Hedge's $g=0.39$); between Group 1 and Group 3 ($p=0.000$, Hedge's $g=0.87$); and between Group 2 and Group 3 ($p=0.011$, Hedge's $g=0.55$)

5.7.2 The effect of language taught on using learner-centred activities with literary texts

There was a significant difference here between teachers of English and teachers of French (see Table 5.24). Teachers of English reported more use of the activities in this battery than the French teachers did, with a small/medium size difference.

Table 5.24 Effect of language taught on using learner-centred activities used with literary texts

(1= Never; 6=Very frequently)

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
75	4.18 (0.78)	48	3.73 (0.96)	16	4.32 (0.84)	64	3.84 (1.01)

$F_{(3, 199)} = 3.686$, $p=0.013$. Bonferroni analyses revealed a significant difference between the English teachers and the French teachers ($p=0.047$, Hedge's $g=0.52$).

5.8 Question 8: Using teacher-centred activities with literary texts

In the second battery dealing with activities that teachers do with texts (Table 5.25 below), most of the items asked about the types of activity that the respondents used with the whole class, as well as the organisation of the reading; this battery thus asked about activities that

were more teacher-centred. One item did refer to work done by the learners themselves out of class (Item 8.6.)

Table 5.25 Using teacher-centred activities with literary texts

(1= Never; 6=Very frequently)

	How often do you ...	N	Mean (St. Dev.)	Median	Mode
8.1	...construct similar activities for literary texts as the ones you construct for other text types?	233	4.00 (1.27)	4	3
8.2	...read literary texts aloud to your students?	234	3.90 (1.47)	4	3
8.3	...ask your students to read literary texts aloud in class?	235	4.24 (1.45)	4	3
8.4	...break the reading into sections for your students when you teach a novel?	234	4.52 (1.51)	5	6
8.5	...read most of the literary text in class time?	234	3.67 (1.51)	4	3
8.6	...use literary texts for out-of-class activities such as a reading group or homework?	235	3.75 (1.37)	4	3
8.7	...show a whole film adaptation (if there is one) to the students?	235	4.13 (1.31)	4	5
8.8	...use extracts from film adaptations of literary texts for various classroom activities?	234	3.78 (1.35)	4	3
Scale mean		236	3.99 (0.96)	4	3

The range of means on this battery was from 3.67 (Item 8.5) to 4.52 (Item 8.4) and is thus similar to the range of means on the previous question (learner-centred activities used in the classroom, Section 5.7). The two-scale means were also very close to each other: 4.09 for learner-centred activities, compared with 3.99 for teacher-centred activities. The differences between the three groups of teachers according to the amount of training they had had in using literary texts during their ITE programme were similar for both scales (see Section 5.7.1 above and Section 5.8.1 below), which suggests that there is no difference in terms of balance of activities between the three groups.

5.8.1 The effect of amount of training in using literature in ITE on using teacher-centred activities with literary texts

Table 5.26 shows the means for using teacher-centred activities for the three groups of teachers according to the amount of training they had received in using literary texts on their ITE programmes. Teachers with more training in using literature in their ITE programme reported significantly more use of such activities than the two other groups: there was a small, statistically significant difference between Group 1 and Group 2 and a small/medium size statistically significant difference between Group 1 and Group 3.

Table 5.26 The effect of amount of training in using literature in ITE on using teacher-centred activities with literary texts

(1= Never; 6=Very frequently)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
99	4.26 (0.90)	84	3.87 (0.79)	50	3.69 (1.11)

$F_{(2, 230)} = 7.751, p=0.001$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 2 ($p=0.012$, Hedge's $g=0.46$) and between Group 1 and Group 3 ($p=0.001$, Hedge's $g=0.58$).

5.8.2 The effect of language taught on teacher-centred activities with literary texts

There were no statistically significant differences between teachers of different languages on this scale.

5.9 Question 9: Creating connections with other teachers and curricular areas

This battery looked at the links which teachers made with other subjects and with other teachers (see Table 5.27 below). Overall, scores here were not particularly high, with two items (Items 9.2 and 9.4) showing quite low scores, near the scores for ‘sometimes’ (Item 9.2) and for ‘hardly ever’ (Item 9.4). In the latter case this is possibly because not all schools may have a dedicated drama teacher.

Table 5.27 Frequency of creating connections with other teachers and curricular areas

(1= Never; 6=Very frequently)

	How often do you.....	N	Mean (St. Dev.)	Median	Mode
9.1	...ask your students to make links between the literary texts and other subjects that they are studying?	233	4.21 (1.38)	4	3
9.2	...work with teachers of other subjects on topics connected to the literary texts you teach?	234	2.89 (1.40)	3	3
9.3	...make links between the literary texts and ToK?	235	3.80 (1.42)	4	3
9.4	...work with the drama teacher(s) when your class is reading a play?	230	1.94 (1.24)	1	1
Scale mean		235	3.22 (1.04)	3	3

5.9.1 The effect of amount of training in using literature in ITE on connections with other teachers and curricular areas

There were significant differences here between teachers with different amounts of training in using literary texts on their ITE programmes. There was a medium size difference between teachers in Group 1 and teachers in Group 3, and a small difference between teachers in Group 2 and teachers in Group 3.

Table 5.28. The effect of amount of training in using literature in ITE on connections with other teachers and curricular areas

(1= Never; 6=Very frequently)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
100	3.52 (1.03)	83	3.20 (0.95)	49	2.69 (1.00)

$F_{(2, 229)} = 11.419$, $p = 0.000$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 3 ($p = 0.000$, Hedge's $g = 0.81$) and between Group 2 and Group 3 ($p = 0.015$, Hedge's $g = 0.52$).

5.9.1 The effect of language taught on connections with other teachers and curricular areas

There were no statistically significant differences between teachers of different languages on this scale.

5.10. Question 10: Views of students' attitudes and abilities

This short battery focused on the respondents' views of their learners' attitudes and abilities. There was quite strong agreement that it is important to take away students' fear of literary texts.

Table 5.29 Views of Students' Attitudes and Abilities

(1= Strongly disagree; 6=Strongly agree)

		N	Mean (St. Dev)	Median	Mode
10.1	It is important that students are exposed to the correct interpretation of literary texts.	235	4.48 (1.17)	5	5
10.2	It is important to take away students' fear of literary texts.	237	5.43 (0.75)	6	6
10.3	My students are able to transfer their literary analysis skills from language A to language B.	236	4.66 (1.08)	5	5
Scale mean		237	4.86 (0.71)	5	5

5.10.1 The effect of amount of training in using literature in ITE on views of student attitudes and abilities

There was a medium-size, statistically significant difference between teachers who had had a large amount of training in using literary texts in their ITE and teachers who had had no such training in their ITE programme.

Table 5.30 The effect of amount of training in using literature in ITE on views of student attitudes and abilities

(1= Strongly disagree; 6=Strongly agree)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
101	5.03 (0.67)	84	4.82 (0.68)	49	4.60 (0.74)

$F_{(2,231)} = 6.758, p=0.001$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 3 ($p=0.001$, Hedge's $g=0.62$).

5.10.2 The effect of language taught on views of student attitudes and abilities

There were no statistically significant differences between teachers of different languages on this scale.

5.11 Question 11: Teacher confidence when using literature

This battery asked respondents to evaluate the degree to which they were confident in the various aspects of using literature at Language B HL. The group emerged as very confident in all of these areas, and means on all items were above 5 (see Table 5.31), though considering the self-selected nature of the group this was not surprising. There were nevertheless significant differences between different groups of teachers according to the amount of training in using literary texts they had received in their ITE, which are discussed in Section 5.11.1 below.

Table 5.31 Teacher confidence when using literature

(1= Strongly disagree; 6=Strongly agree)

	I am confident about	N	Mean (St. Dev.)	Median	Mode
11.1	... my ability to teach literary texts	233	5.06 (0.94)	5	5
11.2	... my understanding of literary texts	233	5.30 (0.75)	5	5
11.3	... my grasp of literary terminology	233	5.13 (0.87)	5	5
11.4	... my ability to plan a lesson using a literary text	233	5.22 (0.83)	5	5
	Scale mean	233	5.18 (0.75)	5	5

5.11.1 The effect of amount of training in using literature in ITE on teacher confidence when using literature

Teachers who had had a large amount of training in using literary texts in their ITE programme were significantly more confident in the different elements involved in teaching literary texts than the two other groups. There was a small difference between this group and teachers who had had only limited training of this type (Group 2) and a medium size difference between them and teachers who had had no such training (Group 3).

Table 5.32 Effect of amount of training in using literature in ITE on teacher confidence when using literature

(1= Strongly disagree; 6=Strongly agree)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
100	5.41 (0.64)	84	5.09 (0.67)	47	4.83 (0.94)

$F_{(2,228)} = 11.340, p=0.000$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 2 ($p=0.009$, Hedge's $g=0.49$) and between Group 1 and Group 3 ($p=0.000$, Hedge's $g=0.77$).

5.11.2 The effect of language taught on teacher confidence

There were no statistically significant differences between teachers of different languages in this group of items.

5.12 Question 12: Sources of ideas for ways of using literary texts

This battery asked respondents to indicate how often they used different sources of ideas for ways of using literary texts. The scale mean for this question (3.82; see Table 5.33 below) falls between ‘sometimes’ and ‘regularly’ and suggests that teachers do not often look for ideas for new ways of using literary texts (though there is a difference between different groups of teachers according to the amount of training in using literary texts on their ITE programmes).

The items in this battery fall into three distinct groupings. Two items stand out with high means with very similar values: relying on one’s own educational experience (Item 12.8, mean=4.79) and using internet resources (Item 12.4, mean=4.66). It is important to note, however, that the item with the highest mean here (Item 12.8, mean=4.79), may be ambiguous: respondents may have interpreted it as their experience as learners in the past, or as their teaching experience (see also the responses to the open question in this battery).

The means for most of the other items are quite low and quite close to each other, ranging from 3.20 (Item 12.3) to 3.59 (Item 12.1). Interestingly, this group includes the three items that imply cooperation with other teachers (12.1-12.3) and an item on using online forums. This corroborates the findings from Question 9 (Creating connections with other teachers and curricular areas). Using books (item 12.6), stands on its own, nearly midway between these two groupings, with a mean of 4.28 (0.38 lower than Item 12.4, and 0.69 higher than Item 12.1). Comparing the item on online forums (12.5, mean=3.41) with the item on internet resources (12.4, mean=4.66) reinforces the picture that emerges of teachers preferring to rely on their own rather than on community sources.

Table 5.33 Sources of ideas for ways of using literary texts

(1= Never; 6=Very frequently)

	I get ideas for ways of teaching and using literary texts from:	N	Mean (St. Dev)	Median	Mode
12.1	... teachers of other languages B	234	3.59 (1.48)	3	3
12.2	... teachers of the same language as Language A?	226	3.23 (1.64)	3	3
12.3	... teachers of other languages A?	230	3.20 (1.58)	3	3
12.4	... internet resources	234	4.66 (1.19)	5	6
12.5	... online forms that I am a member of	230	3.41 (1.58)	3	3
12.6	... books	236	4.28 (1.35)	4	4
12.7	... professional journals	232	3.32 (1.56)	3	3
12.8	... my own educational experience	234	4.79 (1.10)	5	6
12.9	...other (please specify)	65	2.69 (1.86)	1	2
Scale mean*		236	3.82 (0.96)	3	3

* Items 12.1-12.8 only.

Of the 236 respondents to this battery, 65 selected ‘Other’, but only 22 added any text specifying what this other source of ideas was. The picture created by this open question is one of diversity, with teachers getting ideas from a wide range of sources. Two patterns are evident. Five respondents get ideas from internet/media sources, such as ‘OCC forum or In thinking forum,’ ‘Google,’ ‘Blogs, Facebook, prensa escrita,’ ‘films and reviews’ and ‘film and TV, professional teacher’s networks, Pinterest’. Five respondents highlighted their own experience, including ‘my own reading experience,’ ‘from ToK which I also teach to the students and can easily refer to,’ ‘my experience as a teacher and teacher trainer of language,’

‘my own life experience- approach to issues in life & my counselling experience’, and, perhaps the most inspiring, ‘my own musing over and over.’

Other sources of ideas included other foreign language teachers (one person specifying that these teachers are outside of the IB and the other specifying that they met these teachers in workshops); ‘workshops’; ‘conferences or seminars’; ‘networking’; friends; teachers of other subjects; students; ‘resources provided by publishers’; ‘other forms of artistic and creative communication, e.g. music and the visual arts’; and ‘my high school literature teacher’.

5.12.1 The effect of amount of training in using literature in ITE on sources of ideas for teaching and using literary texts

An analysis of the means for the three groups according to the amount of training they had had in using literature in their ITE programmes showed that teachers in Group 1, who had had a large amount of training in using literary texts, showed means that were significantly higher than those of teachers who had had only a small amount of such training (small difference) and significantly higher than those teachers who had had no such training (medium difference). This suggests that these teachers seek ideas for ways of teaching and using literary texts significantly more than other teachers.

Table 5.34 The effect of amount of training in using literature in ITE on sources of ideas for teaching and using literary texts

(1= Never; 6=Very frequently)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
102	4.15 (0.95)	84	3.69 (0.85)	47	3.40 (0.88)

$F_{(2,230)} = 12.962$, $p=0.000$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 2 ($p=0.002$, Hedge's $g=0.51$) and between Group 1 and Group 3 ($p=0.000$, Hedge's $g= 0.81$).

5.12.2 The effect of language taught on sources of ideas for teaching and using literary texts

There were no statistically significant differences between teachers of different languages in this group of items.

5.13 Question 13: Language factors in text choice

This battery asked respondents to indicate to what extent they were taking language factors into consideration when choosing texts for their Language B HL classes. The main language factor in text choice emerged as Item 13.3, ‘Students should be able to learn new vocabulary from the literary text’, with a mean of 5.24. This is congruent with the findings on Question 4, where vocabulary development was seen as an important benefit of using literary texts. This is also congruent with the second highest item here, ‘The literary text should challenge my students from a language point of view’ (mean of 4.88). However, respondents also felt that the overall language of the text, the vocabulary of the text and the grammar of the text should be within the linguistic ability of the students (means of 4.69, 4.70, and 4.63 respectively). Interestingly, the relatively low mean of the item ‘The literary text should lend itself to teaching a particular language point’ is consistent with the finding discussed in Section 5.6.3, that although teachers recognised the contribution of literary texts to language development, they did not often target specific skills when using literary texts.

Table 5.35 Language factors in text choice

(1= Not important at all; 6=Very important)

		N	Mean (St. Dev)	Median	Mode
13.1	The grammar of the literary text should be within the linguistic ability of my students.	224	4.63 (1.05)	5	5
13.2	Students should be able to learn some new grammar from the literary text.	226	4.51 (1.19)	5	5
13.3	Students should be able to learn new vocabulary from the literary text.	225	5.24 (0.77)	5	5
13.4	The vocabulary of the literary text should be within the linguistic ability of my student.	226	4.70 (0.90)	5	5
13.5	Overall, the literary text should be well within the linguistic ability of my students.	224	4.69 (0.94)	5	5
13.6	For each genre, shorter texts work better than longer texts.	223	4.46 (1.11)	5	5, 4
13.7	The literary text should challenge my students from a language point of view.	224	4.88 (0.88)	5	5
13.8	The literary text should lend itself to teaching a particular language point.	222	3.88 (1.30)	4	5
13.9	The language of the literary text should reflect current usage.	222	4.12 (1.21)	4	4
Scale mean		226	4.57 (0.67)	5	5

5.13.1 The effect of amount of training in using literature in ITE on language factors in text choice

Teachers who had had a large amount of training in using literary in the ITE programmes (Group 1) had the highest mean on this scale; the lowest mean was shown by the teachers in Group 2. There was a statistically significant difference between the two groups which was small.

Table 5.36 The effect of amount of training in using literature in ITE on language factors in text choice

(1= Not important at all; 6=Very important)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
97	4.72 (0.66)	83	4.40 (0.65)	43	4.51 (0.69)

$F_{(2,220)} = 5.416, p=0.005$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 2 ($p=0.004$, Hedge's $g=0.49$)

5.13.2 The effect of language taught on language factors in text choice

The Mandarin teachers had the highest mean on this scale. The difference between the Mandarin teachers and the English teachers was statistically significant, with a medium/large difference. The difference between the Mandarin teachers and the French teachers was also statistically significant, showing a large difference.

5.37 The effect of language taught on language factors in text choice

(1= Not important at all; 6=Very important)

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
72	4.42 (0.70)	44	4.42 (0.53)	15	5.01 (0.53)	58	4.64 (0.75)

$F_{(3,185)} = 4.170, p=0.007$. Bonferroni analyses revealed a medium-large significant difference between the Mandarin teachers and the English teachers ($p=0.013$, Hedge's $g = 0.87$) and between the Mandarin teachers and the French teachers ($p=0.023$, Hedge's $g = 1.09$).

Examining the specific items in this battery (see Appendix 7) shows that the Mandarin teachers were significantly more concerned that the vocabulary of the text would be within the learners' linguistic ability (Item 13.4), and that the text should be within the learners' ability (Item 13.5). They believed that shorter texts work better (Item 13.6), that the text should lend itself to teaching specific points (Item 13.8) and that it should reflect current usage (Item 13.9). This battery thus suggests that the Mandarin teachers in this sample were considerably more concerned about the ability of their learners to tackle the text and about

the possibility of using the text for teaching language than the teachers of the three other languages. Importantly, the effect sizes here are all large, and some are very large (see Appendix 7).

5.14 Question 14: Content factors in text choice

This battery looked at a variety of content factors that teachers might consider when choosing a literary text in terms of the different topics and the way in which these topics and themes can be used in the classroom. Three items stand out as being the most important, namely item 14.5 ('lead to more varied discussions', mean 5.48), item 14.4 ('a topic that stretches my students' thinking', mean 5.44), and item 14.7 ('lend itself well to be used for the written assessment', mean 5.27). Interestingly, item 14.6, 'connect to what my students are doing in other subjects', was, with a mean of 4.54, one of the lower items in this battery, consistent with the findings from Question 9 (Section 5.9, Table 5.27).

Table 5.38 Content factors in text choice

(1= Strongly disagree; 6=Strongly agree)

	The literary text should...	N	Mean (St. Dev)	Median	Mode
14.1	...concern themes that link to current issues.	225	4.68 (1.40)	5	5
14.2	...avoid controversial topics.*	223	4.48 (1.39)	5	5
14.3	...avoid taboo topics.*	224	4.33 (1.42)	5	5
14.4	...be on a topic that stretches my students' thinking.	226	5.44 (0.65)	6	6
14.5	...lead to more varied discussions.	225	5.48 (0.68)	6	6
14.6	...connect to what my students are doing in other subjects.	226	4.54 (1.14)	5	5
14.7	...lend itself well to be used for the written assessment.	225	5.27 (0.88)	5	6
14.8	...illustrate contemporary society in the country context(s) where the language B is spoken.	225	4.70 (1.11)	5	5
Scale mean		226	4.86 (0.56)	5	5

*Results presented with reverse coding.

5.14.1 The effect of amount of training in using literature in ITE on content factors in text choice

There were no statistically significant differences between teachers with different amounts of training to teach literature on their ITE programme in this group of items.

5.14.2 The effect of language taught on content factors in text choice

There were no statistically significant differences between teachers of different languages in this group of items.

5.15 Question 15: Various factors (1) in text choice

The nine items in this battery explored a variety of factors in text choice, including the importance of student attitudes to the literary text (Items 15.1, 15.6), the literary properties of the text (Items 15.2, 15.3, 15.4 and to some extent 15.7), length issues (Items 15.8 and 15.9) and one item dealing with assessment issues (Item 15.5). Notably, the item dealing with student engagement (Item 15.1) had a very high mean, and length factors were deemed less important than other factors (Items 15.8 and 15.9).

Table 5.39 Various factors (1) in text choice

(1= Strongly disagree; 6=Strongly agree)

		N	Mean (St. dev)	Median	Mode
15.1	Students should find the literary text engaging.	223	5.35 (0.63)	5	5
15.2	The literary text should be part of the literary canon.	213	4.13 (1.26)	4	5
15.3	The literary text should be of high literary merit.	221	4.10 (1.13)	4	5
15.4	The literary text should be written by a well-known author.	223	3.37 (1.22)	3	3
15.5	Students should study a variety of texts so that they have a choice in what they write in the assessment.	223	4.94 (0.98)	5	5
15.6	The literary text should appeal to the specific preferences of the particular group I am teaching.	222	4.65 (1.02)	5	5
15.7	The literary text should be a complete text, not an extract.	222	4.26 (1.31)	4	5
15.8	A novel used with a Language B class should be no longer than 200 pages.	223	3.83 (1.40)	4	5
15.9	A short story used with a Language B class should be no longer than 10 pages.	220	3.75 (1.44)	4	4
Scale mean		224	4.26 (0.65)	4	5

5.15.1 The effects of amount of training in using literature in ITE on various factors (1) in text choice

There were no statistically significant differences between teachers with different amounts of training to teach literature on their ITE programme on this scale.

5.15.2 The effect of language taught on various factors (1) in text choice

On this group of items the English teachers and the French teachers, with low means, were significantly different from the Mandarin teachers and the Spanish teachers, who exhibited high means. The differences were mostly large or very large; only the difference between the Spanish teachers and the English teachers was medium size.

Table 5.40 The effect of language taught on various factors (1) in text choice

(1= Strongly agree; 6=Strongly disagree)

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
72	4.09 (0.52)	44	3.90 (0.49)	15	4.90 (0.48)	57	4.54 (0.74)

$F_{(3,184)} = 17.739, p=0.000$. Bonferroni analyses revealed a significant difference between the Mandarin teachers and the English teachers ($p=0.000$, Hedge's $g = 1.56$) and between the Mandarin teachers and the French teachers ($p=0.000$, Hedge's $g = 2.01$); and between the Spanish teachers and the English teachers ($p=0.000$, Hedge's $g = 0.71$) and between the Spanish teachers and the French teachers ($p=0.000$, Hedge's $g = 0.99$).

A detailed analysis of the items showed statistically significant differences between teachers of different languages on seven of the nine items. Overall, the Mandarin teachers emerged very strongly as a group for whom various aspects of the canonicity of the text (Items 15.2, 15.3, 15.4) was most important. These aspects of canonicity were also important for the Spanish teachers, though less so. The group for whom canonicity seemed least important were the French teachers. The Mandarin and the Spanish teachers attributed greater importance to length factors than the English teachers and the French teachers (Item 15.8 and Item 15.9), with most of these differences being large or very large.

The two other items in this battery where there were significant differences showed less clear cut differences between languages taught. There was a medium size significant difference between the French teachers and the Spanish teachers on Item 15.6 and on Item 15.7 there was a medium-small significant difference between the English teachers and the French teachers (see Appendix 8).

5.16 Question 16: Practical and personal factors in text choice

The items in this battery looked at practical factors for text choice (e.g. availability of texts) and personal factors. At 3.51, the scale mean here was lower than the means for language factors (Question 13, mean=4.57), for content factors (Question 14, mean=4.86), the first grouping of various factors (Question 15, mean=4.26), and the second grouping of various factors (Question 17, mean=4.00). Correspondingly, most of the factors in this question showed lower means than the items on the other questions.

Table 5.41 Practical and personal factors in text choice

(1= Strongly disagree; 6=Strongly agree)

	I choose literary texts that	N	Mean	Median	Mode
16.1	... are already available in multiple sets at my school.	222	3.47 (1.50)	4	4
16.2	... appear in the language textbook or anthology that I am using.	221	3.10 (1.57)	3	4
16.3	... I have taught before in previous years.	221	3.87 (1.28)	4	4
16.4	... colleagues have recommended or are using.	220	4.13 (1.23)	4	5
16.5	... I studied when I was a high school student.	220	2.95 (1.42)	2	3
Scale mean		223	3.51 (1.04)	4	4

5.16.1 The effect of amount of training in using literature in ITE on practical and personal factors in text choice

There was a statistically significant, small difference here between teachers who had had a large amount of training in using literature in their ITE programmes (Group 1) and teachers who had had a small amount of such training (Group 2).

Table 5.42 The effect of amount of training in using literature in ITE on practical and personal factors in text choice

(1= Strongly disagree; 6=Strongly agree)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
94	3.79 (1.06)	82	3.30 (0.97)	44	3.37 (1.01)

$F_{(2,217)} = 5.535$, $p=0.005$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 2 ($p=0.006$, Hedge's $g=0.47$).

5.16.2 The effect of language taught on practical and personal factors in text choice

There were differences in the effect of the language taught on the practical and personal factors when teaching literary texts, with the French teachers taking the lowest account of such factors, and the Mandarin teachers taking the highest account of these factors. There was a large, statistically significant difference between the Mandarin teachers and the English teachers and a very large, statistically significant difference between the Mandarin teachers and the French teachers. There was also a small/medium size, statistically significant difference between the French teachers and the Spanish teachers.

Table 5.43 The effect of language taught on practical and personal factors in text choice

(1= Strongly disagree; 6=Strongly agree)

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
72	3.44 (0.90)	43	3.09 (0.92)	14	4.29 (0.60)	58	3.69 (1.21)

$F_{(3,183)} = 6.120$, $p=0.001$. Bonferroni analyses revealed a significant difference between the Mandarin teachers and the English teachers ($p=0.026$, Hedge's $g = 0.97$) between the Mandarin teachers and the French teachers ($p=0.001$, Hedge's $g = 1.38$) and between the French teachers and the Spanish teachers ($p=0.019$, Hedge's $g = 0.54$).

Looking at the specific items, the Mandarin teachers were significantly more likely to choose texts that were already available in their school (Item 16.1), more likely to choose literary

texts that appeared in the language textbooks or anthology that they were using (Item 16.2), and more likely to choose literary texts that they had studied when they themselves were in high school (Item 16.5). In all cases, the differences were very large. The Spanish teachers were also significantly more likely to choose literary texts from their textbooks than the French and the English teachers, but the differences were medium-small (see Appendix 9 for details of the analysis).

5.17 Question 17: Various factors (2) in text choice

This group of questions looked at a second grouping of various factors which might affect choice of texts. There was overall agreement on these factors, though teachers did show some preference for choosing texts on their own, without consulting other teachers (Table 5.44, Items 17.7 and 17.8) or the students (Table 5.44, Item 17.5).

Table 5.44 Various factors (2) in text choice

(1= Strongly disagree; 6=Strongly agree)

		N	Mean	Median	Mode
17.1	I find it difficult to find new works to teach.*	219	4.09 (1.30)	4	4,5
17.2	Texts in Language B are easily available to me.	219	4.22 (1.30)	4	5
17.3	My choice of literary texts is related to what I myself read.	219	3.61 (1.17)	4	4
17.5	I involve my students in the choice of texts to study.	220	3.95 (1.34)	4	4
17.6	I like to choose new pieces that I have never taught before.	220	4.19 (1.07)	4	4
17.7	I consult the Language A teacher(s) before choosing a literary text.	217	2.98 (1.45)	3	1
17.8	I choose literary texts together with the other members of my team.	215	3.76 (1.58)	4	4
Scale mean		221	4.01 (0.72)	4	4

*Reported as reverse coded.

5.17.1 The effect of amount of training in using literature in ITE on various factors (2) in text choice

There was a small/medium-size, statistically significant difference on this group of various factors between the means for teachers in Group 1, who had had a large amount of training in using literature in their ITE programme, and teachers in Group 2, who had had only a small amount of such training.

Table 5.45 The effect of amount of training in using literature in ITE on various factors (2) in text choice

(1= Strongly disagree; 6=Strongly agree)

Group 1		Group 2		Group 3	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
95	4.19 (0.68)	80	3.82 (0.67)	43	3.95 (0.78)

$F_{(2, 215)} = 6.153, p=0.003$. Bonferroni post-hoc analyses revealed a significant difference between Group 1 and Group 2 ($p=0.002$, Hedge's $g=0.54$).

5.17.2 The effect of language taught on various factors (2) in text choice

There was a statistically significant, medium-size difference between the English teachers and the Spanish teachers in their means scores on this battery.

Table 5.46 The effect of language taught on various factors (2) in text choice

(1= Strongly disagree; 6=Strongly agree)

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
70	4.27 (0.62)	44	3.93 (0.81)	15	4.12 (0.61)	57	3.74 (0.73)

$F_{(3, 182)} = 6.453, p=0.000$. Bonferroni analyses revealed a significant difference between the English teachers and the Spanish teachers ($p=0.000$, Hedge's $g = 0.73$).

There were significant differences here between teachers of different languages on four items. The English teachers stated that texts in Language B were easily available to them (Item 113) significantly more than the Mandarin teachers (Hedge's $g=0.94$) and than the Spanish teachers

(Hedge's $g=0.77$). The Mandarin teachers reported involving their learners in the choice of texts (Item 115) significantly more than the Spanish teachers (Hedge's $g=1.13$) and than the French teachers (Hedge's $g=1.19$). The English teachers also reported consulting their learners significantly more than the Spanish teachers (Hedge's $g=0.62$). The Mandarin teachers consulted the Language A teachers before choosing a literary text (Item 117) significantly more than the French teachers (Hedge's $g=1.58$) and the Spanish teachers (Hedge's $g=0.72$). In addition to their lower score compared to the Mandarin teachers, the French consulted the Language A teachers significantly less than the English teachers (Hedge's $g=0.92$) and than the Spanish teachers (Hedge's $g=0.64$). (See Appendix 10 for additional detail).

5.18 Summary: main findings of the survey

The respondents to this survey emerged as a group that was highly enthusiastic about the use of literature in language acquisition classes, and had strong beliefs about the contributions of literary texts to language development in a number of areas. The respondents were also highly confident about their knowledge of literature and about their ability to teach literature at Language B HL. The area in which literary texts were believed to contribute to language development to the greatest extent was vocabulary, which emerged also as an important factor in choosing texts. However, the findings suggest that teachers viewed the contribution of literary texts to language development as incidental, and were not attempting to target specific areas in language development through the use of literary texts.

There was a clear preference for specific genres, with a preference for prose works in the form of novels and short stories. Poetry was very clearly a neglected genre. The respondents also emerged as a group of teachers who were working mainly on their own, with little consultation with other teachers in terms of ideas for how to use literature in language teaching.

On 15 of the 17 batteries there were statistically significant differences between the group of teachers who had had a large amount of training in the use of literature in language teaching on their ITE programme (Group 1) and at least one of the two other groups, who had had less training of this type. Group 1 had the highest means of the three groups on 16 of the batteries; Group 3 had the lowest means of the three groups on 14 of the batteries. Overall, teachers who have had more training in using literary texts in their ITE programme show significantly more positive attitudes towards using such texts and also report using more activities of all types in their teaching. The picture that emerges is that the amount of training that teachers had had during their ITE programme influences the position they take towards different aspects of using literary texts in the language classroom as well as the type of activities that they carry out in the classroom.

There were also some differences between groups of teachers according to the language they taught. There were such differences on eight batteries, with the most striking effects emerging from the analysis of the batteries that dealt with factors influencing text choice. In these analyses, the Mandarin teachers emerged as the group which took most account of language factors in their choice of text, and which were more concerned about the possibility of using the literary text for teaching language. They attributed greater importance to length factors and were more concerned with the canonical status of the texts they taught. They were also more likely to choose texts that were already in their textbook or anthology that they were using.

6. DISCUSSION AND CONCLUSION

In this section, we present an overview of the main findings from the case studies and the teacher survey. We then present a tentative model of the different factors that influence teachers in their choice of literary texts and in their choice of activities to use with these texts.

6.1 Overview of findings

6.1.1 General views of literature and language teaching

The survey respondents and the teachers in the case study schools were overwhelmingly in favour of using literature in language teaching, stressing the general contribution of literature in education as well as the linguistic benefits. As Section 5.1 shows, the responses to the general items of the survey showed very high means (mostly above 5 on a 6-point Likert scale). The survey respondents also affirmed their confidence in their ability to teach literature and their understanding of literature, though there were medium-size differences here between teachers who had had a large amount of training in using literary texts in their Initial Teacher Education (ITE) programmes and teachers who had less training, or none (see Sections 5.11 and 5.11.1). The teachers we interviewed also showed great enthusiasm and great engagement with literary texts, and in many cases attributed the success of their literature lessons to their own engagement and their own passion for literature. The survey results suggest that our respondents consider literary texts as important for understanding the culture of the language being taught, with means above 5 for all items in Question 2 of the survey, which dealt with knowledge about the countries where the language B was spoken, cultural knowledge and intercultural awareness (see Section 5.2). Cultural knowledge and cultural awareness were highlighted by the teachers in our case studies as well, with various interpretations of 'culture' being expressed by the interviewees (see Section 4). Teachers saw a variety of general benefits for literary texts, though these were mainly in terms of the language of literary texts (see section 5.3). Students, too, saw the benefits of the use of literary works in language teaching and a strong majority came out in favour of it (though there were dissenting voices) during the focus groups and discussions.

6.1.2 The benefits of using literary texts in Language B classrooms

The main skills that benefit from using literary texts in Language B teaching were seen to be vocabulary development and the development of reading skills. This came through very strongly in the survey (see Table 5.9, Items 4.2 and 4.7 and Table 5.19, Items 6.2 and 6.4), as well as in the teacher interviews. Students, too, focused mainly on vocabulary learning as a major benefit of using literary texts. Interestingly, in the case studies some of the teachers interviewed more or less equated literature with reading.

Although teachers see the specific benefits of using literary texts in the language classroom, overall our survey suggests they do not intentionally use literary texts for teaching the specific language areas that we asked about (i.e. vocabulary, grammar, pronunciation and the four skills of reading, writing, listening and speaking). We compared items that looked at teachers' views of the contribution of literary texts to the development of specific skills and areas (see 5.4, Table 5.9) with items that asked respondents about the extent to which they use literary texts to actually target these same specific skills and areas (see Section 5.6.3, Table 5.21). Teachers invariably thought that the contribution of literary texts to developing different

aspects of language was high, but the extent to which they targeted specific language aspects when using literary texts was always lower. The differences between the two were statistically significant, and were medium to large. Since teachers value the contribution of literary texts to language development but do not target specific language areas when using literary texts, we conclude that they see the contribution of literary texts as incidental rather than targeted.

Although literature was perceived by some participants in the case studies to be a linguistic challenge, it was nevertheless felt that the benefits of literary texts in the Language B classrooms outweighed the challenges. However, in one school there was some question whether literary texts may be best used with more advanced learners, and poetry was definitely seen to be the preserve of more advanced learners.

6.1.3 Assessment and topic

Two areas that arose in the case studies were the impact of assessment and the importance of topic, both of which are connected to the curricular influence of the DP. The assessment seemed to have a very strong washback effect (Alderson and Wall, 1993), with many teachers mentioning it as an important element in their pedagogic decision making. Indeed, some teachers repeatedly came back to the assessment (see, for example, Teacher C1 in Section 4.3.2), and many of the teachers we observed mentioned the written assessment and pointed out the way in which specific activities would contribute to the students' success on the assessment. Teacher A3S talked about the importance of dealing with poetry for Paper 1 and Paper 3 (see Sections 4.1.2 and 4.1.3, *passim*). Teacher A1E included a writing activity which would specifically feed into the assessment in the lesson we observed. Topic too, came very much to the fore in the case studies as a major element in text choice and in the way in which teachers thought of their lessons.

6.1.4 Effect of ITE training on teachers' use of literary texts

We found that the amount of training in using literary texts in language teaching that survey respondents had had on their ITE programmes influenced their responses to most of the question batteries on the questionnaire. Of the 17 different batteries, teachers with a large amount of training in using literature on their ITE programmes (Group 1) showed the highest means on 16; teachers with no such training at all showed the lowest means on 14 of the batteries. There were statistically significant differences between at least two of the three groups on 15 of the 17 scales. The differences between the groups (as indicated by standardized measurements) were mostly small to medium, but we nevertheless suggest that taken together this attests to an overall influence of including training in the use of literary texts on the way in which teachers will view the use of literature in their classrooms and possibly also influence their actual teaching behaviour later. It is likely that teachers who receive training in using literary texts during their ITE programme will be more open to the use of literature in their language teaching and be more confident in doing so than teachers who receive only a small amount of such training or no training at all. Our findings suggest that not only are their attitudes towards the use of literature more positive (in terms of general attitudes, the contribution of literature to understanding cultural issues, and views of the advantages of using literary texts), but they also are (unsurprisingly) more confident in their abilities and report using both learner-centred and teacher-centred activities more often. Taken together, these findings highlight the importance of including training in the use of literary texts in ITE programmes.

6.1.5 Effect of language taught on teachers' use of literary texts

There were statistically significant differences between teachers of the four main languages present in our survey (English, French, Mandarin and Spanish) on eight of the 17 batteries. Patterns here were not always consistent, and the only consistent pattern that emerged was the way in which the Mandarin teachers stood apart as a group. This was particularly clear in the factors that they considered when choosing texts to teach: they were more concerned than the other teachers with language factors (see section 5.13.2) and were also more concerned with various aspects of the canonicity of the text (5.15.2). It is not clear what the reason for such differences may be; however, we eyeballed the demographic information of the different groups and realised that the Mandarin teachers were a distinct group in terms of their educational background: 12 of them were educated to MA level, and two of them had doctorates.

6.1.6 Genres taught

There was a clear difference in the different genres teachers reported to be using, with poems, plays, and literary essays proving to be statistically significantly less used than novels and short stories (see Section 5). This is probably not surprising in terms of literary essays, but more surprising in terms of plays, as many of our interviewees did mention a play as one of the pieces that they taught. Interestingly, there was a difference here between teachers of different languages: teachers of English taught novels significantly more than Spanish teachers. Conversely, teachers of Spanish reported the highest frequency of teaching plays, though there was no statistically significant difference between them and teachers of other languages on this measure. This does, however, chime in with our experience in the case study schools, where all three schools taught the same Spanish play, *La Casa de Bernarda Alba* by Lorca. There may thus be specific pieces or genres that are associated with specific languages, which we refer to as the curricular heritage of the language (see section 6.2 below).

Poetry did clearly emerge as a neglected genre, although in School A teachers did discuss the importance of poetry and in fact two of the three lessons observed in this school dealt with poetry. This may well be a place where teachers' own feelings towards literature come to the fore (as discussed in relation to two teachers who did not use poetry, and another teacher, who spoke enthusiastically about it). This connects to previous research which suggests that teachers are often worried about teaching poetry (Bouman, 1983) and that it is taught less than other genres (Greene, 2017). Students, too, said that they found poetry difficult and obscure.

In addition to the five genres that we explicitly included in our study, 44 teachers (i.e. 17% of the sample answering at this point) provided examples of additional genres, with the most frequent additional genre being songs and lyrics, mentioned by 10 teachers.

6.2 Towards an understanding of the use of literary texts in Language B teaching: A model

The picture that emerges from the case studies and the survey is one in which teacher actions and teacher choice are influenced by a number of factors. To describe these factors, we borrow the term 'curricular heritage' from Bloemert, Jansen and van de Grift (2016:183), who discuss it in terms of what happens when a teacher comes to a new school and 'inherits' the specific curriculum of the school. We extend this definition and suggest that teachers are influenced by a variety of curricular understandings, many of which are to some extent 'inherited'. We identify six such factors:

- Curricular heritage of the IB
- Curricular heritage of the country
- Curricular heritage of the teacher
- Curricular heritage of the language
- Curricular heritage of the school
- Curricular understandings of the learner

As Figure 1 below shows, none of these elements operates on its own: each of these heritages interacts with the others to influence any given teacher's actions and choices. It is also worth pointing out the different phrasing of the last factor, 'Curricular understandings of the learner', indicating that this factor refers to the way in which learners are viewed within the curriculum. We explain each of these in the sections below, focusing on the ways the factors play out in the specific case of literary texts in language teaching.

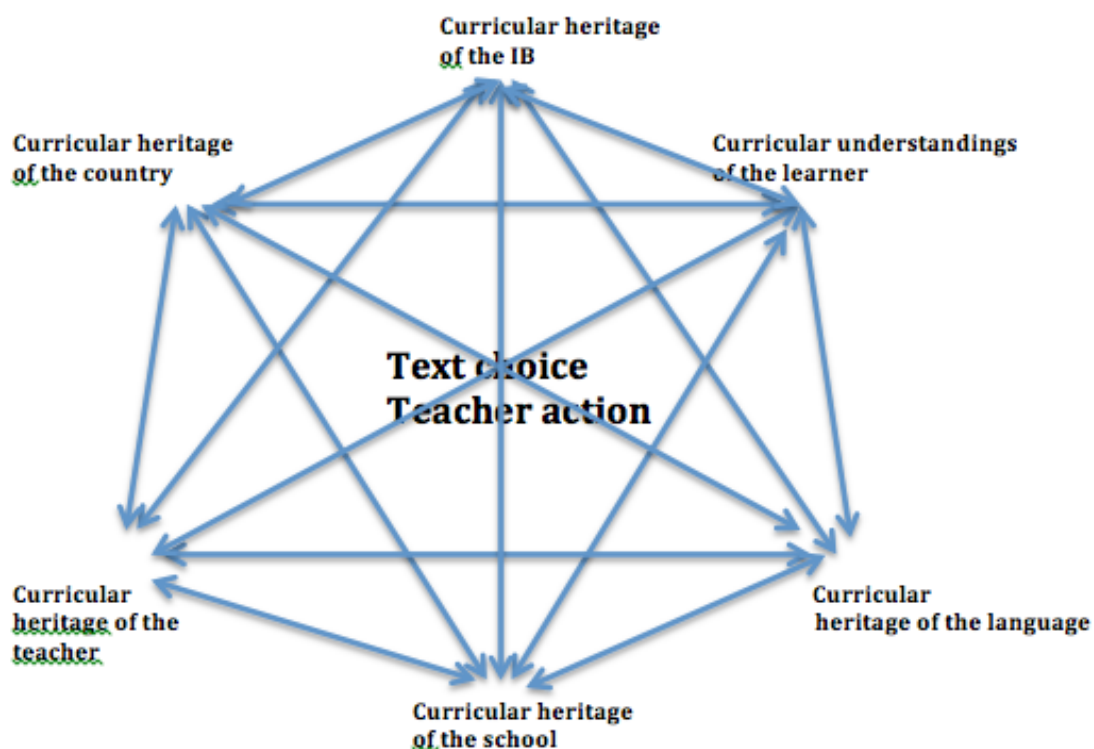


Figure 1 Curricular heritages and their interaction

Curricular heritage of the IB

As the case studies detailed in Section 4 illustrate, the IB DP curriculum understandably exerts a large influence on teacher action and teacher choice. Teachers teach two longer works because this is what the curriculum requires, and teachers invariably mentioned the assessment in their sessions, repeatedly referring to it and to the ways in which specific activities that they are engaging with in class will help the learners with their assessment tasks, both on the specific assessment for the two longer works as well as for Paper 1, and sometimes even for the oral exam. Though the learners themselves do not appear in our model, it is not surprising that they are also influenced by this, and teachers reported how their learners were realising in what way specific activities would be helping them in specific assessment issues. Teachers also choose activities that will feed into the assessment: thus, of the 16 items that dealt with activities (Items 7.1-8.8), 'do creative writing exercises as a follow up to literary texts' (Item 7.3) was the second most frequent.

Another way in which the curricular heritage of the IB is evident in the study is the way in which our interviewees link the works that they choose to the topics they have selected to teach and choose works that will fit in with these topics.

Curricular heritage of the country

Each of our three schools was in a different country and reflected the educational traditions of the country in different ways. This was strongest in School B, where the educational background of the language teachers was to some extent more uniform. However, this was also evident in School A and School C, where teachers referred to some of the works they were teaching in terms of their local origin and the additional impetus for teaching a piece because it was written by a nationally acclaimed author. In addition, in School C there was a strong reference to the local tradition of using and teaching literary texts in language teaching and teachers also positioned themselves vis-à-vis this tradition, seeing in what way the IB approach to literary texts in Language B was different from what they knew from their previous work.

The curricular heritage of the country is likely also to be expressed in the ITE that teachers have gone through. The teachers in School B had gone through their ITE in-country. On the other hand, teachers in School C had experienced a variety of ITE trajectories: some had been trained in the country itself; others had been educated in their home country; others received their ITE in the UK – some through a traditional Postgraduate Certificate in Education (PGCE), some through the Graduate Teacher Programme (GTP). In their interviews, they referred to that training and it was clear that it had influenced their thinking about teaching and using literature in language teaching as well as about language teaching in general.

Curricular heritage of the language

Here we refer mainly to the traditions of teaching the literature of the language in question. Although the items dealing with the authorship and canonicity of the text (items 15.2, 15.3, 15.4) did not have an overall high score, there was a marked difference on Battery 15 between different languages. The Mandarin teachers emerged as putting much more stress on canonicity, on the importance of the literary merit of the work, and on the author being well known than teachers of English, French and German, and the effects were very high in many cases (see Section 5.15.2). It was also notable that certain choices were common to all

our schools: almost all Spanish teachers mentioned Lorca's *La Casa de Bernarda Alba*; all three schools teach Bernhard Schlink's *Der Vorleser*. In many cases teachers did strive for a balance, though, with attempts to bring in Young Adult Literature, for example, as well as other genres though unsurprisingly even in such choices there is a focus on the importance of the author and their role in the current literary and cultural life of their country (e.g. the cultural importance of the Brothers Grimm in German letters, or the French author Faïza Guène as a writer of Young Adult Novels).

Curricular heritage of the school

The particular situation of each school seems to have an influence on the way literary texts are embedded in the school curriculum. In School C, for example, there was a strong centralising tendency that came out in the various interviews, and which impacted on curricular choices in School C, including in the reading projects that the school was trying out. In addition, in School C there was a tendency to equate literature with reading, a tendency which did appear in Schools A and B but to a lesser extent. From a different angle, in the German B lesson observed in School A (Section 4.2.3) the teacher and the learners agreed that the school had a very specific culture which was different from the culture of the city in which the school was located.

Curricular heritage of the teacher

Clearly, the teacher's personal preferences and their approach towards teaching will influence much of what they do in the classroom. As Lortie (1975) has suggested, teachers enter the teaching profession with what he termed 'apprenticeship of observation', in which they bring in their own experiences of learning. This was expressed in the way in which some teachers specifically acknowledged that they were very strongly influenced in their choice by the works that they themselves had studied in school. It was also notable that some interviewees felt proud of literary works that originated in their own country: an Argentinian teacher was very much focused on the works of Borges and Cortázar; a teacher from Galicia specifically mentioned that the author of the piece that was being read was Galician, 'like me'.

The importance of the curricular heritage of the teacher is also reflected in the way in which the effects of ITE seem to be present among our respondents. There were many significant differences between groups of teachers according to the amount of training in the use of literary texts that they had undergone in their ITE programmes, with respondents who had had large amounts of such training scoring higher (and often statistically significantly higher) than other groups. This points to the importance of including such training in ITE programmes.

Curricular understandings of the learner

Finally, it was clear from our study that teachers take their learners very much into account. Many teachers choose different works for different classes, and indeed some of the interviewees were working with two different works for two different groups within their class, based on student interest. Teachers believed that students should find the literary text engaging (Section 5.15, Item 15.1) and to some extent that it should appeal to the specific group being taught (Section 5.15, Item 15.6). Many of the teachers interviewed consult their learners regarding the choice of pieces, although this was not reflected in the survey study (Section 5.17, Item 17.5). Of course, these understandings are not always dependent on the teacher, who may not have the option of choosing for their learners: if a school has a policy of

having all learners in a specific Language B study the same works, the teacher will not be able to consult the learners and tailor the piece to them.

6.3 Recommendations

Although this study was not primarily focused on practical suggestions for the IB, a number of recommendations are attached here for curriculum development and for Continuing Professional Development (CPD). These are based on our own teaching experience, our experience of running CPD programmes and working with teachers in a variety of contexts, and our extension of these experiences to the IB Language B HL situation:

- a. Although in our case studies some teachers did talk about cooperation with other teachers in their school, in our survey we found low scores on the scale which looked at cooperation between Language B HL teachers and other teachers in the school. There were also low scores on items that looked at other teachers as sources of literary works to teach. We would suggest that IB schools should explore ways in which teachers can cooperate more when choosing works for studying at Language B HL as well as cooperating in terms of activities with other teachers, creating stronger Communities of Practice (Wenger, 1998) than seems to be the case now. These communities of practice could share experiences and ideas both within languages and across languages. This could be in the form of online forums or email discussion groups, which have the advantage that teachers do not need to access an online forum specially but receive message to their email. Some teacher communities conduct online discussions during specific weeks (e.g. the IATEFL Research Special Interest Group, <http://resig.weebly.com>); many organize webinars.
- b. In terms of training it may be useful to have sessions which look at the use of poetry, as there was clearly a reluctance to use poetry. We felt this may be underused.
- c. Joint projects focusing on literature and language learning between IB schools in different countries.

6.4 Future research and dissemination plans

The large number of questions in the survey, as well as the large number of lessons observed and recorded, suggest to us that there is potential here for additional exploratory work on the data. We intend to devote additional time to exploring this data and honing the analyses that have already been done. We have already started looking at the following aspects:

- a. The use of reading aloud in the classrooms we observed.
- b. The use of film in the Language B classrooms we observed.

The model for teacher choice of works to be studied is a model which would lend itself to additional research. Although the model arose from a specific educational context, the IB DP, it could nevertheless provide impetus for additional questionnaires based on our own survey, fine tuned according to the model, and then distributed to teachers in different countries. Such questionnaires would probably need to be shorter, for example focusing only on:

- a. Teachers' choice of texts.
- b. Teachers' attitudes and beliefs.
- c. Activities and genres used in the classroom, etc.

The big question for language educators is whether using and teaching literature makes a difference. The only way in which this can be answered is through an experimental study,

comparing classes which use literary texts and classes which don't, and comparing language outcomes in these two contexts. Such studies are complex to set up and isolating variables is problematic. However, we believe that a number of comparative studies looking at the use of literary texts and comparing it with other texts could be set up:

- a. Comparative studies of the same teacher in classes using a literary text and in classes using other texts.
- b. Comparative studies of language production by the same learners in classes using literary texts and classes using other texts.

In terms of dissemination, the following activities have already been done or are in the pipeline:

- a. We presented a preliminary analysis at the *Challenging Reading* conference in Münster in March 2016.
- b. A chapter based on the presentation in Münster, entitled *Negotiating the challenges of reading literature* has been accepted for publication in a volume edited by Janice Bland, entitled *Teaching with Challenging Texts: English-Language Education with Children and Teenagers*, to be published by Bloomsbury. The deadline for this chapter is May 1st, 2017.
- c. We gave a presentation about the study at the 51st IATEFL Annual Conference to be held in Glasgow, April 3-7, 2017. The presentation was entitled *The difference literature makes: Exploring literature in foreign language teaching*.
- d. We presented an analysis of the four lessons which included film extracts or stills from films in the conference *Media Literacy in Foreign Language Education: Digital and Multimodal Perspectives* in Munich, March 13-15, 2017. The presentation was entitled *Snapshots of Reality: What Really Happens When Using Film in the Language and Literature Classroom*.

We are currently considering two further possibilities:

- a. One is developing a book proposal based on this study; we believe that there is potential here for additional work on the case studies, particularly on the lesson observations, which could result in a book which we would offer to Bloomsbury.
- b. At the same time, we believe that the findings concerning the role of ITE and the amount of training in using literature in language teaching and the difference between the groups may be the basis for a paper that would be submitted to *Teaching and Teacher Education*.

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8. APPENDICES

APPENDIX 1: TEACHER INTERVIEW FRAME

Questions for teacher interviews

What, in your view, is the impact of using literary works in the language classroom? Does literature and using literature contribute to any learning outcomes? Which?

- In your opinion, should literary texts be used as part of FL or SL teaching? Would you like to see more literature taught? Or less? How or why is literature important in language teaching?
- What guidance have you had in the past – especially in the recent past, but not only! – for choosing literary texts to be used in the classroom? Are there any written guidelines? Unofficial guidelines from a head of department?

Tell me about your favourite or most successful lesson which involved literature.

Tell me about a lesson involving literature that didn't work.

Do you find that the literature syllabus on the IB Language B HL gives you opportunities to do things that you wouldn't otherwise do?

How do you deal with the requirement to include two books?

Is there anything else that you would like to say?

Possible other prompts:

- Choice of text
- Using literature for specific language points (e.g. grammar, vocabulary)
- Using literature to develop discussion/speaking/listening skills
- Using literature to develop reading skills – is this about longer texts?
- Literature and engagement, motivation, etc.
- Literature and understanding cultures
- Does it make a difference if the class is big or small?
- What kind of text do you normally use?
- What kind of activities do you tend to use with literary texts in your language B classroom?
- Do you use literary texts and non-literary texts (newspaper articles, other non-fiction) in the same way? Do you write your own exercises for them? Do you write the same type of exercise for them?
- Do you see a difference between **teaching** literature and **using** literature in the Language B classroom? Where would you see yourself standing in that respect?
- Do you think that some texts work better in the language classroom than others? What kind of text would you say works better in such situations?

- What factors do you take into account when you choose literature for your classes? **(ASK DIRECTLY, but not probe list)**
 - What about:
 1. Length
 2. Grammar
 3. Vocabulary
 4. Texts that you have chosen and taught before? Or do you choose texts that are new to you?
 5. What colleagues have recommended to you.
 6. What you are told by a head of team/supervisor
 7. Reviews in papers
 8. Ideas from teachers' books, teachers' magazines, etc.
 9. Availability of texts – e.g. sets of books/novels/poetry anthology
 10. 'Presence' in an anthology
 11. Ease of downloading from the internet
 12. The canon? Introduction to the canon?
 13. Themes
 14. Suitability for teenagers (interest; avoiding topics such as sex – or choosing them?)
 15. The particular group that the teacher is teaching
 16. Perceptions of parents views
 17. Actual parents' views
- Do you work with other departments when teaching/using literature? E.g. the drama department? The Language A department? The Art department? Do you include any trips – e.g. trips to see a play?

APPENDIX 2: STUDENT QUESTIONNAIRE

Which year are you?

Are you: (Please circle)

Male

Female

Which language(s) do you speak at home?

Which language B are you studying?

Does literature in language B help you learn the language? Are you for or against using literature when learning a Language B?

Please explain your answer as fully as you can.

APPENDIX 3: FOCUS GROUP QUESTIONS

Write two reasons why one should use literature in language teaching.

Write two reasons why one should not use literature in language teaching

Questions for student focus groups

Introduce yourself – choose a pseudonym. Tell us what your language background is and what languages you are studying here.

We'd like to talk to you about literature in general and especially in language B. But let's start with literature in general – do you like literature? Do you like reading books outside school? Do you like literature lessons?

So now, let's think about language B. Does it feature in your language B?

If it does, do you think it helps you to learn this language B? Does literature and using literature contribute to any learning outcomes? Which?

- In your opinion, should literary texts be used as part of FL or SL teaching? Would you like to see more literature taught? Or less? How or why is literature important in language teaching?

Do you remember any lesson that involved using literature that you particularly enjoyed? What made it enjoyable?

Tell me about a lesson involving literature that you didn't like.

APPENDIX 4: STUDENT TASK SHEET *

LITERATURE OR NO LITERATURE?

A group of parents has written to complain to the school administration and the languages department about the use of literary texts in Language B teaching. They feel their children are not learning a lot from these texts, and that these texts take a great deal of time. That time could be used for other learning activities. These parents were also against the use of Nick Hornby's *Slam* in Language B classes (mainly because of the topic). These parents understand that at the moment there is a requirement for teachers to teach two books. However, they would like to start pressure to change this requirement.

The school has decided to consult students about what they think, and your group is in charge of preparing the response of the students. You are allowed to decide either way (to accept the complaint, or disagree with it and reject it). You will then present the decision of your group and the reasons for it to the rest of the class.

In your group:

A. Make a list of reasons for using literary texts and against using such texts.

Make a list of reasons for reading *Slam* and against reading it.

B. Discuss the various reasons and make a decision about whether to accept the complaint or not.

C. Then prepare a short presentation (3 minutes) that one of you will give to the rest of the class about your group's decision.

* * *

* An alternative version of this task sheet was used in School C, with sentence including the reference to Nick Hornby's *Slam* omitted.

APPENDIX 5: TEACHER SURVEY

Demographic questions:

1. What is your age?
 - a. 25 or younger
 - b. 26-30
 - c. 31-35
 - d. 36-40
 - e. 41-45
 - f. 46-50
 - g. 51-55
 - h. 56-60
 - i. 61 or older
2. What is your gender?

Male

Female

I prefer not to say
3. What is your first language? (Drop down menu)
4. Which Language B are you teaching at Standard and Higher level? (Drop down menu)
5. How long have you been teaching this language overall?
 - a. 2 years or less
 - b. 3-5 years
 - c. 6-10 years
 - d. 11-15 years
 - e. 16-20 years
 - f. More than 20 years
6. How long have you been teaching on the DP Language Courses?
 - a. 2 years or less
 - b. 3-5 years
 - c. 6-10 years
 - d. 11-15 years
 - e. 16-20 years
 - f. More than 20 years
7. How long have you been teaching any language in general?
 - a. 2 years or less
 - b. 3-5 years
 - c. 6-10 years
 - d. 11-15 years
 - e. 16-20 years
 - f. More than 20 years
8. How would you rate your general competence in the language B you are teaching?
(The information in parentheses refers to the levels of the Common European Framework of Reference for Languages – CEFR)
 - a. Native Speaker level (C2)
 - b. Advanced (C1)
 - c. Upper-intermediate (B2)

- d. Intermediate (B1)
 - e. Elementary (A2)
 - f. Beginner (A1)
9. Have you ever taught this language as Language A?
- a. Yes
 - b. No
10. For how many years?
- a. 2 years or less
 - b. 3-5 years
 - c. 6-10 years
 - d. 11-15 years
 - e. 16-20 years
 - f. Over 20 years
11. Do you currently teach any language as language A?
- a. Yes
 - b. No
12. Which? (Dropdown menu)
13. What is the language of instruction in your school?
- a. English
 - b. French
 - c. Spanish
 - d. Other, please specify
14. What is the main language spoken in the country where you teach? (Dropdown menu)
15. What is your highest academic qualification?
- a. BEd or equivalent (combined degree and qualification)
 - b. Bachelor of Art or Bachelor of Science or equivalent
 - c. Master's or equivalent
 - d. Doctorate or equivalent
 - e. I do not have an academic qualification but am currently studying for one.
16. Did you study literature for any of your degrees?
- a. Yes, as a major
 - b. Yes, as a minor
 - c. Yes, but only one or two courses or modules
 - d. No, there was no literature component in my degree
17. Do you have a formal teaching qualification?
- a. Yes
 - b. No
18. If yes, what is your teaching qualification?
- a. Short Certificate (e.g. a Cambridge or Trinity Certificate in Teaching English to Speakers of Other Languages or equivalent)
 - b. Post Graduate Certificate in Education (or equivalent – i.e. one year's Post Graduate study, or equivalent spread over a few years).
19. Is your teaching qualification in the Language B that you teach?
- a. Yes
 - b. No
- In which subject did you obtain your teaching qualification?
20. How much training in using literary texts did you have in your initial teacher training?

- a. It was an important part of my initial teacher training.
 - b. It was a minor topic during my initial teacher training.
 - c. It was not touched upon at all in my initial teacher training.
21. Which professional development courses have you taken on using literary texts?
Please check all that apply.
- a. I have taken a focused course of more than a week on this topic.
 - b. I have participated in a short course of 2-5 days on this topic.
 - c. I have participated in short half day/1 day courses on this topic.
 - d. I have attended sessions at teachers' conferences on this topic.
 - e. I have not participated in any courses or sessions in teaching or using literary texts.
22. How would you assess your pedagogical knowledge about the use of literary texts in language teaching?
- a. Poor
 - b. Fair
 - c. Good
 - d. Very good
 - e. Excellent

Teacher survey on use of literature in language acquisition classes

This questionnaire asks for your views about different aspects of using literary texts in L2 teaching and learning. It starts with questions about literary texts in L2 in general and then focuses on issues of literary texts when teaching Language B (Higher level) on the IB Diploma Programme (DP).

By L2 we mean a second or foreign language. By literary texts we mean poems, short stories, novels, plays, and literary essays.

In our study we are trying to cover many aspects of this topic, and the questionnaire therefore includes a large number of questions. However, we believe that most respondents should be able to answer our questions within 20 minutes.

In the first part of this questionnaire we ask you to express your views about the contribution of literary texts to L2 learning and teaching in general.

1. Below are a number of statements about literary texts and about their use in L2 classrooms in general. Please indicate the level of your agreement with each statement.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
1.1 Enjoying literary texts is part of the human experience.						
1.2 Literary texts are important for understanding other people's lives.						
1.3 Students remember literary texts better than non-literary texts.						
1.4 Literary texts allow teachers to pass on their passion for the language to the students.						
1.5 I myself love literature.						
1.6 Literary texts should be used at all levels of language teaching.						
1.7 Learners should be exposed to as many text types as possible.						
1.8 Literary texts make language teaching more interesting for the teacher.						

The next question looks at the added value of using literary texts. Please indicate the level of your agreement with each statement.

2. Using literary texts in L2 teaching is valuable for... :

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
2.1 ... understanding social issues from different historical periods.						
2.2 ... developing students' understanding of the culture/cultures of the language I teach.						
2.3 ... gaining information about the different countries where the language I teach is spoken.						
2.4 ... developing students' intercultural understanding.						

The next question asks about the pedagogic elements of using literary texts in the L2 classroom

3. Below are a number of statements about possible advantages of using literary texts in L2 learning and teaching in general. Please indicate the level of your agreement with each statement.

Literary texts

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
3.1 ... make it easier to raise controversial issues than non-literary texts.						
3.2 ... encourage greater student creativity.						
3.3 ... enable teachers to construct a wider range of activities.						
3.4 ... allow the students to appreciate the beauty of the language.						
3.5 ... make language learning more interesting for the students.						
3.6 ... are a good way of exposing students to different varieties of the language.						
3.7 ... are examples of authentic language.						
3.8 ... are a good way of preparing for oral exams.						
3.9 ... motivate students more than non-literary texts.						
3.10 ... provide more interesting topics for discussion than non-literary texts.						

The next question looks at the contribution of literary texts to the development of specific aspects of L2 proficiency. Please indicate the level of your agreement with each statement.

4. Using literary texts in the language classroom contributes to the development of... :

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
4.1 ...general language proficiency.						
4.2 ...reading skills.						
4.3 ...writing skills.						
4.4 ...listening skills.						
4.5 ...speaking skills.						

4.6 ...grammar.						
4.7 ...vocabulary.						
4.8 ...pronunciation.						

5. The next question is about your actual use of literary texts while teaching DP Language B Higher level.

How often do you use the following literary genres in your teaching of DP Language B Higher level?

	Never	Hardly ever	Sometimes	Regularly	Often	Very frequently
5.1 Poems						
5.2 Short Stories						
5.3 Novels						
5.4 Plays						
5.5 Literary essays						
5.6 Other (Please specify)						

6. In the next question, we look at what you may use literary texts for.

How often do you use literary texts with your Language B Higher level learners in order to teach or practice...:

	Never	Hardly ever	Sometimes	Regularly	Often	Very frequently
6.1 ... grammar?						
6.2 ...vocabulary?						
6.3 ...writing skills?						
6.4 ...reading skills?						
6.5 ...speaking skills?						
6.6 ...listening skills?						
6.7 ...pronunciation?						
6.8 ...other areas of language (please specify)?						

7. The next question looks at the type of activities that you ask your students to do with literary texts in your Higher level classes.

How often do you ask your students to do each of the activities below?

	Never	Hardly ever	Sometimes	Regularly	Often	Very frequently
7.1 Write summaries of the literary texts that they read						
7.2 Do creative writing exercises as preparation for literary texts						

7.3 Do creative writing exercises as a follow up to literary texts						
7.4 Do presentations about literary texts						
7.5 Do research about a literary text and its author						
7.6 Keep a reading diary						
7.7 Come up with questions that are related to the text						

8. This question asks about the type of activities that you use with literary texts at Higher level.

How often do you?

	Never	Hardly ever	Sometimes	Regularly	Often	Very frequently
8.1 ...construct similar activities for literary texts as the ones you construct for other text types?						
8.2 ...read literary texts aloud to your students?						
8.3 ...ask your students to read literary texts aloud in class?						
8.4 ...break the reading into sections for your students when you teach a novel?						
8.5 ...read most of the literary text in class time?						
8.6 ...use literary texts for out-of-class activities such as a reading group or homework?						
8.7 ...show a whole film adaptation (if there is one) to the students?						
8.8 ...use extracts from film adaptations of literary texts for various classroom activities?						

OPEN QUESTION: Are there any other types of activities that you do with your Higher level classes when you teach or use literary texts?

9. The next question looks at the extent to which you make connections with other areas of the curriculum when you use literary texts in your Higher level Language B classes.

How often do you....

	Never	Hardly ever	Sometimes	Regularly	Often	Very frequently
9.1 ...ask your students to make links between the literary texts and other subjects that they are studying?						
9.2 ...work with teachers of other subjects on topics connected to the literary texts you teach?						
9.3 ...make links between the literary texts and ToK?						
9.4 ...work with the drama teacher(s) when your class is reading a play?						

10. The following question asks about your view of your students' attitudes and abilities in connection with literary texts.

Please indicate the level of your agreement with each statement.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
10.1 It is important that students are exposed to the correct interpretation of literary texts.						
10.2 It is important to take away students' fear of literary texts.						
10.3 My students are able to transfer their literary analysis skills from language A to language B.						

11. This question asks about your own attitudes towards using literary texts in the Language B classroom.

Please indicate the level of your agreement with each statement.

I am confident about:

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
11.1 ...my ability to teach literary texts.						
11.2 ...my understanding of literary texts.						
11.3 ...my grasp of literary terminology.						

11.4 ...my ability to plan a lesson using a literary text.						
--	--	--	--	--	--	--

12. This question asks about where you get ideas for using literary texts.

I get ideas for ways of teaching and using literary texts from...

	Never	Hardly ever	Sometimes	Regularly	Often	Very frequently
12.1 ... teachers of other Languages B.						
12.2 ... teachers of the same language as Language A.						
12.3 ... teachers of other Languages A.						
12.4 ... internet resources.						
12.5 ... online forums that I am a member of.						
12.6 ... books.						
12.7 ... professional journals.						
12.8 ... my own educational experience.						
12.9 ... other: (Please specify)						

The final part of the questionnaire asks you to reflect on factors that you take into account when you select written literary texts for use in the classroom.

When you choose a literary text to use in your Language B HL class, how important are the factors listed below? Please answer both about the compulsory texts and about any other literary texts you may use with this group.

13. The first group of statements refers to linguistic aspects of the texts you choose. Please indicate the level of your agreement with each statement.

	Not important at all	Unimportant	Somewhat unimportant	Somewhat important	Important	Very important
13.1 The grammar of the literary text should be within the linguistic ability of my students.						
13.2 Students should be able to learn some new grammar from the literary text.						
13.3 Students should be able to learn new vocabulary from the literary text.						

13.4 The vocabulary of the literary text should be within the linguistic ability of my students.						
13.5 Overall, the literary text should be well within the linguistic ability of my students.						
13.6 For each genre, shorter texts work better than longer texts.						
13.7 The literary text should challenge my students from a language point of view.						
13.8 The literary text should lend itself to teaching a particular language point.						
13.9 The language of the literary text should reflect current usage.						

14. The next group of statements refers to the topics and themes of the texts you choose for your HL classes. Please indicate the level of your agreement with each statement.

The literary text should

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
14.1 ... concern themes that link to current issues.						
14.2 ... avoid controversial topics.						
14.3 ... avoid taboo topics.						
14.4 ... be on a topic that stretches my students' thinking.						
14.5 lead to more varied discussions.						
14.6 connect to what my students are doing in other subjects.						
14.7 lend itself well to be used for the written assessment.						
14.8 illustrate contemporary society in the country context(s) where the language B is spoken.						

15. This question focuses on various aspects of your choice of literary texts for your Higher level classes.

Please indicate the level of your agreement with each statement.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
15.1 Students should find the literary text engaging.						
15.2 The literary text should be part of the literary canon.						
15.3 The literary text should be of high literary merit.						
15.4 The literary text should be written by a well-known author.						
15.5 Students should study a variety of texts so that they have a choice in what they write in the assessment.						
15.6 The literary text should appeal to the specific preferences of the particular group I am teaching.						
15.7 The literary text should be a complete text, not an extract.						
15.8 A novel used with a Language B class should be no longer than 200 pages.						
15.9 A short story used with a Language B class should be no longer than 10 pages.						

16. The next question asks about practical factors in your choice of literary texts for teaching your Language B HL classes.

Please indicate the level of your agreement with each statement

I choose literary texts that

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
16.1... are already available in multiple sets at my school.						
16.2 ... appear in the language textbook or anthology that I am using.						
16.3 ... I have taught before in previous years.						
16.4 ... colleagues have recommended or are using.						
16.5 ... I studied when I was a high school student.						

17. The last question asks about other factors that may influence your choice of literary texts for teaching your Language B HL classes.

Please indicate the level of your agreement with each statement

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
17.1 I find it difficult to find new works to teach.						
17.2 Texts in Language B are easily available to me.						
17.3 My choice of literary texts is related to what I myself read.						
17.4 I involve my students in the choice of texts to study.						
17.5 I like to choose new pieces that I have never taught before.						
17.6 I consult the Language A teacher(s) before choosing a literary text.						
17.7 I choose literary texts together with the other members of my team.						

OPEN QUESTION: How does your students' exposure to Language B outside the classroom affect your choice of literary texts?

OPEN QUESTION: If you have any comments to make about any of the issues raised in this questionnaire and not covered in the questions above, please do so here.

If you would like to receive a brief report about the findings of this survey, please provide your email address here:

If you have any comments about the process of responding to this questionnaire and the questionnaire itself, please let us know.

Thank you very much for answering our questions.

APPENDIX 6: DETAILED COMPARISONS OF GENRES TAUGHT

We compared the frequency of teaching five different genres (poems, plays, novels, short stories and literary essays). An examination of the means suggests that novels and short stories are used fairly often, whereas poems, plays and literary essays are used less often. The data were submitted to a Repeated Measures ANOVA with genre as within-subject variable. Genre emerged as a significant predictor ($F_{(4,936)}=105.738$, $p=.000$). Post-hoc Paired t-tests revealed significant differences between the use of poems and novels ($p=.000$) and the use of poems and short stories ($p=.000$); the use of short stories and plays ($p=.000$), and the use of short stories and literary essays ($p=.000$); the use of novels and plays ($p=.000$) and the use of novels and literary essays ($p=.000$); and the use of plays and of literary essays ($p=.04$). No differences were found between the use of short stories and novels; or between poems and literary essays or between poems and plays. All significant differences are large, with Cohen's d above 0.89, apart from the difference between plays and literary essays, where the difference is very small. (Note that unlike other calculations of effect size in this study, where we used Hedge's g , here we calculated Cohen's d , as the samples were of identical size).

Table App. 6. 1 Differences between the reported use of different genres by Language B teachers

	N	Difference (St. Dev)	t	df	Sig (2-tailed)	Cohen's d
Poems vs Short Stories	242	-1.28 (1.39)	-14.30	241	0.000	1.02
Poems vs Novels	240	-1.35 (1.60)	-13.05	239	0.000	1.07
Poems vs Plays	242	-0.07 (1.44)	-0.938	241	0.349	N/A
Poems vs Literary Essays	239	-0.13 (1.54)	1.343	238	0.181	N/A
Short Stories vs Novels	241	-0.79 (1.55)	-0.790	241	0.430	N/A
Short Stories vs Plays	245	1.19 (1.53)	12.149	244	0.000	0.89
Short Stories vs Literary Essays	240	1.40 (1.50)	14.461	239	0.000	1.02
Novels vs Plays	243	1.27 (1.60)	12.368	242	0.000	0.94
Novels vs Literary Essays	238	1.48 (1.71)	13.396	237	0.000	1.07
Plays vs Literary Essays	240	0.21 (1.56)	2.069	239	0.040	0.14

APPENDIX 7: DETAILED ANALYSIS OF EFFECT OF LANGUAGE TAUGHT ON LANGUAGE FACTORS IN TEXT CHOICE

Item 13.4 The vocabulary of the literary text should be within the linguistic ability of my students

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
72	4.61 (0.85)	44	4.73 (0.95)	15	5.33 (6.17)	58	4.69 (0.96)

$F_{(3, 185)} = 2.738$, $p = 0.045$. The Bonferroni analyses revealed that there was a significant difference between the Mandarin teachers and the English teachers ($p = 0.029$, Hedge's $g = 0.89$).

Item 13.5 Overall, the literary text should be well within the linguistic ability of my students.

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
72	4.54 (0.95)	44	4.70 (0.88)	15	5.47 (0.64)	58	4.62 (0.99)

$F_{(3, 185)} = 4.239$, $p = 0.006$. Bonferroni analyses revealed that there was a significant difference between the Mandarin teachers and the English teachers ($p = 0.003$; Hedge's $g = 1.02$); between the Mandarin teachers and the French teachers ($p = 0.039$, Hedge's $g = 0.92$); and between the Mandarin teachers and the Spanish teachers ($p = 0.011$, Hedge's $g = 0.91$).

Item 13.6 For each genre, shorter texts work better than longer texts.

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
72	4.03 (1.16)	43	4.37 (1.07)	15	5.00 (0.93)	57	4.88 (1.07)

$F_{(3, 183)} = 7.767$, $p = 0.000$. Bonferroni analyses revealed that there was a significant difference between the English teachers and the Mandarin teachers ($p = 0.012$, Hedge's $g = 0.86$) and between the English teachers and the Spanish teachers ($p = 0.000$, Hedge's $g = 0.76$).

Item 13.8 The literary text should lend itself to teaching a particular language point.

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
72	3.64 (1.26)	43	3.37 (1.07)	15	4.93 (0.80)	58	3.98 (1.33)

$F_{(3, 184)} = 6.481$, $p = 0.000$. Bonferroni analyses revealed significant differences between Mandarin teachers and English teachers ($p = 0.002$, Hedge's $g = 1.00$), and between Mandarin teachers and French teachers ($p = 0.000$, Hedge's $g = 1.55$).

Item 13.9 The language of the literary text should reflect current usage.

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
72	3.93 (1.26)	44	3.5 (1.13)	15	5.40 (0.63)	55	4.29 (1.15)

$F_{(3, 182)} = 11.127$, $p = 0.000$. Bonferroni analyses revealed significant differences between Mandarin teachers and English teachers ($p = 0.000$, Hedge's $g = 1.25$), between Mandarin teachers and French teachers ($p = 0.000$, Hedge's $g = 1.84$) and between Mandarin teachers and Spanish teachers ($p = 0.007$, Hedge's $g = 0.96$).

APPENDIX 8: DETAILED ANALYSIS OF EFFECT OF LANGUAGE TAUGHT ON VARIOUS FACTORS (1) IN TEXT CHOICE

Item 15.1 The literary text should be part of the literary canon

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
70	3.90 (1.28)	38	3.47 (1.22)	13	5.38 (0.65)	56	4.43 (1.29)

$F_{(3, 173)} = 9.844$, $p = 0.000$. Bonferroni analysis showed significant differences between Mandarin teachers and English teachers ($p = 0.001$, Hedge's $g = 1.23$), between Mandarin teachers and French teachers ($p = 0.000$, Hedge's $g = 1.72$), and between French teachers and Spanish teachers ($p = 0.002$, Hedge's $g = 0.75$).

Item 15.2 The literary text should be of high literary merit

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
71	4.07 (1.03)	43	3.58 (1.03)	14	4.71 (0.91)	1.30	4.25 (1.30)

$F_{(3, 181)} = 4.787$, $p = 0.003$. Bonferroni post-hoc tests showed significant differences between the French teachers and the Mandarin teachers ($p = 0.007$, Hedge's $g = 1.13$) and between the French teachers and the Spanish teachers ($p = 0.021$, Hedge's $g = 0.56$).

Item 15.3: The literary text should be written by a well-known author

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
72	3.06 (0.96)	43	2.88 (0.95)	15	4.13 (0.83)	57	3.74 (1.41)

$F_{(3, 183)} = 8.360$, $p = 0.000$. Bonferroni post-hoc tests showed significant differences between the English teachers and the Mandarin teachers ($p = 0.007$, Hedge's $g = 1.04$), between the English teachers and the Spanish teachers ($p = 0.006$, Hedge's $g = 0.55$), between the French teachers and the Mandarin teachers ($p = 0.002$, Hedge's $g = 1.35$), and between the French teachers and the Spanish teachers ($p = 0.002$, Hedge's $g = 0.69$).

Item 15.4: The literary text should appeal to the specific preferences of the particular group I am teaching

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
72	4.67 (1.36)	43	4.35 (1.00)	14	5.00 (0.68)	57	4.95 (1.34)

$F_{(3, 182)} = 3.479$, $p = 0.017$. Bonferroni post-hoc tests showed a significant difference between the French teachers and the Spanish teachers ($p = 0.018$, Hedge's $g = 0.62$).

Item 15.5: The literary text should be a complete text, not an extract

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
72	4.42 (1.36)	43	3.72 (1.28)	15	4.67 (0.90)	56	4.27 (1.37)

$F_{(3, 182)} = 0.025$. Bonferroni post-hoc analyses showed a significant difference between the English teachers and the French teachers ($p = 0.04$, Hedge's $g = 0.52$).

Item 15.6: A novel used with a Language B class should be no longer than 200 pages

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
72	3.18 (1.32)	41	3.24 (1.41)	15	4.8 (1.04)	56	4.48 (1.32)

$F_{(3, 183)} = 13.797$, $p = 0.000$. Bonferroni post-hoc tests showed a significant difference between the English teachers and the Mandarin teachers ($p = 0.000$, Hedge's $g = 1.30$); between the English teachers and the Spanish teachers ($p = 0.000$, Hedge's $g = 0.97$), between the French teachers and the Mandarin teachers ($p = 0.009$, Hedge's $g = 0.98$) and between the French teachers and the Spanish teachers ($p = 0.006$, Hedge's $g = 0.66$).

Item 15.7: A short story used with a Language B class should be no longer than 10 pages

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
72	3.1 (1.28)	41	3.24 (1.41)	15	4.80 (1.104)	56	4.48 (1.32)

$F_{(3, 180)} = 16.786$. Bonferroni post-hoc tests showed a significant difference between the English teachers and the Mandarin teachers ($p=0.000$, Hedge's $g= 1.36$); between the English teachers and the Spanish teachers ($p=0.000$, Hedge's $g=1.05$), between the French teachers and the Mandarin teachers ($p=0.001$, Hedge's $g=0.94$), and between the French teachers and the Spanish teachers ($p=0.000$, Hedge's $g=0.91$).

APPENDIX 9: DETAILED ANALYSIS OF EFFECT OF LANGUAGE TAUGHT ON PRACTICAL AND PERSONAL FACTORS IN TEXT CHOICE

There were significant differences between teachers of different languages in three of the items in this group. As in many other items, these differences involved the Mandarin teachers, whose scores were significantly higher than those of some of the other groups. The Mandarin teachers were significantly more likely to choose texts that were available in multiple sets in their school (Item 107) than were the French teachers (Hedge's $g=1.15$). They were also more likely to choose literary texts that appeared in the language textbooks or anthology that they were using than the English teachers (Hedge's $g=1.23$), and than the French teachers (Hedge's $g=1.44$). They were also more likely to choose literary texts that they had studied when they themselves were in high school (Item 11) than the French teachers were (Hedge's $g=0.98$).

The Spanish teachers were significantly different from the English teachers and the French teachers in their choice of literary texts that appear in textbooks or anthologies they are using (Item 108; Hedge's $g=0.47$ and 0.63 respectively).

Item 16.1 I choose literary texts that are already available in multiple sets at my school.

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
72	3.51 (1.39)	42	2.81 (1.53)	14	4.43 (0.94)	58	3.55 (1.65)

$F_{(3, 182)} = 4.749$, $p=0.03$. Bonferroni post-hoc analyses showed a significant difference between the French teachers and the Mandarin teachers ($p=0.003$, Hedge's $g=1.15$).

Item 16.2 I choose literary texts that appear in the language textbook or anthology that I am using

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
72	2.81 (1.39)	42	2.52 (1.44)	14	4.43 (0.85)	57	3.52 (1.70)

$F_{(3, 181)} = 8.469$, $p=0.000$. Bonferroni post-hoc analyses showed a significant difference between the English teachers and the Mandarin teachers ($p=0.001$, Hedge's $g= 1.23$), between the English teachers and the Spanish teachers ($p=0.039$, Hedge's $g= 0.47$), between the French teachers and the Mandarin teachers ($p=0.000$, Hedge's $g=1.44$), and between the French teachers and the Spanish teachers ($p=0.006$, Hedge's $g= 0.63$).

Item 16.3 I choose literary texts that I studied when I was a high school student

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
71	2.94 (1.36)	43	2.44 (1.26)	14	3.64 (1.08)	57	3.12 (1.64)

$F_{(3, 181)} = 3.250$, $p=0.023$. Bonferroni post-hoc analyses showed a significant difference between the French teachers and the Mandarin teachers, ($p=0.038$, Hedge's $g= 0.98$).

APPENDIX 10: DETAILED ANALYSIS OF EFFECT OF LANGUAGE TAUGHT ON VARIOUS FACTORS (2) IN TEXT CHOICE

Item 17.1 I find it difficult to find new works to teach (presented reverse coded)

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
69	4.47 (1.16)	43	4.11 (1.33)	15	3.07 (0.96)	57	3.91 (1.38)

$F_{(3, 180)} = 5.718$, $p = 0.001$. Bonferroni post-hoc analyses showed a significant difference between the English teachers and the Mandarin teachers ($p = 0.001$, Hedge's $g = 1.24$), and between the French teacher and the Mandarin teachers ($p = 0.036$, Hedge's $g = 0.84$).

Item 17.2 Texts in Language B are easily available to me

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
70	4.70 (0.98)	44	4.25 (1.35)	15	3.73 (1.23)	56	3.79 (1.40)

$F_{(3, 181)} = 6.672$, $p = 0.000$. Bonferroni post-hoc analyses showed a significant difference between the English teachers and the Mandarin teachers ($p = 0.038$, Hedge's $g = 0.94$), and between the English teachers and the Spanish teachers ($p = 0.000$, Hedge's $g = 0.77$).

Item 17.3 I involve my students in the choice of texts to study

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
70	4.26 (1.38)	43	3.63 (1.20)	15	4.93 (0.70)	57	3.51 (1.36)

$F_{(3, 181)} = 7.302$, $p = 0.000$. Bonferroni post-hoc analyses showed a significant difference between the English teachers and the Spanish teachers ($p = 0.008$, Hedge's $g = 0.62$), between the French teachers and the Mandarin teachers ($p = 0.006$, Hedge's $g = 1.19$), and between the Mandarin teachers and the Spanish teachers ($p = 0.001$, Hedge's $g = 1.13$).

Item 17.4 I consult the Language A teacher(s) before choosing a literary text

English		French		Mandarin		Spanish	
N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)	N	Mean (St. Dev)
70	3.21 (1.39)	42	2.05 (1.01)	15	4.00 (1.73)	55	2.89 (1.50)

$F_{(3, 178)} = 9.723$, $p = 0.000$. Bonferroni post-hoc analyses showed a significant difference between the English teachers and the French teachers ($p = 0.000$, Hedge's $g = 0.92$), between the French teachers and the Mandarin teachers ($p = 0.000$, Hedge's $g = 1.58$), between the French teachers and the Spanish teachers ($p = 0.020$, Hedge's $g = 0.64$), and between the Mandarin teachers and the Spanish teachers ($p = 0.038$, Hedge's $g = 0.72$).