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DIPLOMARBEIT / DIPLOMA THESIS

Titel der Diplomarbeit / Title of the Diploma Thesis

“Who is reading books anymore?

Challenges and Potentials of Teaching Literature in the
EFL Classroom in Austria“

verfasst von / submitted by

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angestrebter akademischer Grad / in partial fulfilment of the requirements for the degree of
Magistra der Philosophie (Mag.phil.)

Wien, 2018 / Vienna, 2018

Studienkennzahl lt. Studienblatt /
degree programme code as it appears on
the student record sheet:

A 190 406 344

Studienrichtung lt. Studienblatt /
degree programme as it appears on
the student record sheet:

Lehramtsstudium UF Mathematik UF Englisch

Betreut von / Supervisor:

Univ.-Prof. Mag. Dr. Susanne Reichl

Acknowledgements

I would like to thank Professor Susanne Reichl for offering me help and guidance throughout my writing of this thesis, especially with regard to specifying my research area and the scope of my field study.

Moreover, I am thankful to the teachers who took the time to participate in my field study.

I am also grateful for the tireless support and encouragement of my dear friend Claudia Igler, without whom I would not have made it this far.

Finally, I am especially thankful to my family and my parents who taught me never to give up.

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1. Introduction

1.1 Overview

In the present time of technology, when computers and Smartphones are on the rise and information is transferred almost exclusively in electronic form, it seems that the reading of books, drama plays or poetry - in short, the reading of literature - has nearly become an ancient form of extracurricular activity for children and young people. Additionally, teaching literature is neither a focal point in the language classroom for most school types in Austria, nor is it currently part of the school leaving examination, the centralized Matura (for more information see chapter 3.2 as well as the official Standardisierte Reife- und Diplomprüfung (SRDP) website). In other words, language teachers are faced with challenges both on the side of their pupils' in the way of reading motivations and attitudes, as well as on the side of the law, if they want to concentrate part of their teaching material on the reading of literature.

Moreover, these new developments in the Austrian educational system influence the syllabus of teacher training programs at university, where Literature seems to be more and more marginalized with each new curriculum implementation (Universität Wien, *Alt*; Universität Wien, *Bachelor*; Universität Wien, *Master*). This in turn can be seen as a further challenge novice teachers have to face concerning prospective literature teaching in the Austrian English as a Foreign Language (EFL) classroom.

There is currently an abundance of theory on the positive influences reading literature can have on pupils as well as on the various factors affecting reading motivation and reading attitudes. However, so far no studies have been conducted focusing on language teachers in Austria faced with the aforementioned challenges and their beliefs and opinions regarding these issues.

In order to address these problems and to help close this apparent knowledge gap about teaching literature in the EFL classroom in Austria, a small scale qualitative study was carried out to investigate the opinions and beliefs of English language teachers concerning these challenges. The data was collected by conducting a series of expert interviews with English teachers at various stages of their professional career in and around Vienna, to gain insights into these matters (see Appendix for transcripts). This data was then analyzed to formulate suggestions for language teachers to counteract the seeming downward trend currently affecting

the teaching of literature in Austria, as well as to derive implications for university lecturers in order to make their courses more worthwhile for students.

1.2 Wider context of challenges for literature teachers

There are various challenges presented to language teachers who are currently teaching literature in the EFL classroom that could lead to a decrease of literary education in the immediate future. A selection of the most relevant issues concerning these problems will be addressed in this paper as well as possible actions and reactions language teachers could employ to counteract these negative trends.

First of all, the current speed of technological advance and the associated distractions for children and young adults show a great influence on the leisure activities and hobbies of pupils in Austria and other parts of the world. As a result, reading in general and reading for pleasure specifically, no longer seems to play as significant a role in the lives of young people as it did for the last generations (Denby). Nevertheless, there are also positive effects of this development for reading, for example in the form of e-readers (Larson 280).

Apart from the aforementioned technological advance, there are further reasons for the development that young people read less nowadays. One of them appears to be that attitudes towards reading are getting more negative and reading motivations are dwindling at the same time, which is explained in what Fisher calls a Motivational Spiral Model (MSM) (1). Various studies concerning reading motivation have shown that “teachers can play a critical role in persistently stimulating their students’ intrinsic reading motivation” (De Naeghel et al. 1548). This means that language teachers need to motivate students to read literature as well as to engage them in meaningful activities surrounding literary topics, if they want to slow, or even reverse, this downward spiral. In turn, to further a successful inclusion of extensive reading in the language classroom, it is important that teachers themselves are interested in literature as well as practice reading outside of the classroom, so that they are able to function as role models for their pupils (Jacobs, and Farrell 54).

Moreover, with the implementation of the centralized Matura for grammar schools (AHS) in 2015 as well as for vocational schools (BHS) in 2016 in Austria, language teachers are currently faced with a major decision concerning teaching literature and reading literature in the EFL classroom. On the one hand, studies show that reading literature can influence children and young adults in a positive way on

many different cognitive and social levels (McRae 25) (for a more detailed literature review see chapter 2.1). This means that it would be poor practice of language teachers to cut literature from their classrooms. In doing so, they would not only impede the growing up of pupils to become competent readers, but would also rob their pupils of the literary experience of reading for pleasure (Reichl, *Principles* 94).

On the other hand, in Austria, reading literature currently is solely part of the upper secondary AHS curriculum (BMBWF, *Oberstufe* 4) and to a lesser extent of the lower secondary AHS syllabus (BMBWF, *Unterstufe* 3). Furthermore, literary texts are no longer included in the Matura, in its present centralized form. This means that although English is usually the first foreign language of most pupils in Austria between the ages of ten and eighteen (with the exception of a handful of Austrian private schools (Österreichisches Sprachenzentrum (OESZ) 4)), language teachers of the majority of these schools have no obligation to actually implement literature education in their classrooms (see for example the curricula for HTL (BMBWF, *HTL*) and HAK (BMBWF, *HAK*) as well as for BAKIP (BMB, *BAKIP*) and HLW (BMB, *HLW*)). As a result, language teachers have to appraise if the aforementioned positive side-effects of reading literature are sufficient to still give literature a place in their classrooms, even if the increased workload signified by the centralized Matura in teaching and training the new test formats, leaves less time for such ventures.

Another influence on current novice teachers regarding the question of whether to implement literature teaching in their EFL classrooms is the decline in literary education of prospective teachers at university. There are fewer university literature courses with each reformation of the syllabus for language teachers (Universität Wien, *Alt*; Universität Wien, *Bachelor*; Universität Wien, *Master*), due to the need for greater conformity in current curricula as part of the Bologna process (Froment 9). However, it is possible that these changes can be seen by teachers and students alike as a decrease of importance being placed on literature education in Austrian classrooms. This again poses a further obstacle for prospective language teachers, because less education about how to implement literature in the EFL classroom as well as less literature presented to them at university, will inevitably lead to less literature being taught at school.

1.3 Overview over the study and research questions

In order to be able to address the issues language teachers in Austria are facing concerning reading and teaching literature in the EFL classroom, a small scale qualitative study was conducted in large parts at the Department of English and American Studies at the University of Vienna. Additional data was collected in schools in Vienna. The data for the study was gathered by carrying out six expert interviews with English language teachers at various stages of their professional career and with a varying amount of teaching practice (for more details see chapter 4.2). Most of the interviewees were simultaneously studying at the University of Vienna and teaching English in and around Vienna, which allowed for a unique perspective on both the teaching and the learning side of literature teaching in school and at university. All of the participants were teaching at AHS, due to this school type being the only one where literature teaching is mentioned in the curriculum for all school variations. The interviewees also all taught upper secondary classes, at least at some point in their careers. This was an important criterion for the selection of my interview partners, because in my opinion, teaching literature in upper secondary classes is more worthwhile for both pupils and the teacher, due to the more advanced language levels pupils should have in these classes and the wider range of age appropriate literature available.

The data was collected to investigate reading attitudes, motivations and reading habits of already practicing language teachers, which can potentially provide important information for university professors teaching literature courses as well as AHS language teachers. This information can supply knowledge about the existing attitudes and motivations for university students and teachers to read more or less literature in the classroom. It can furthermore offer implications on how to adapt university courses to renew and increase the interest of university students in literary topics. Additionally, a reflection on reading motivations and attitudes of university students during their own high school time can provide information for teachers on how to adapt their classes to increase reading motivation of their students as well as to provide teachers with new methods on how to teach literature in EFL classrooms in Austria.

Therefore, the purpose of the current study is to investigate attitudes of Austrian language teachers towards reading literature in the classroom as well as their own reading habits and motivations for reading in English and in how far university

courses and school curricula play a role in shaping these views. For this reason, the research questions were posed as follows:

1. What are the attitudes of Austrian language teachers towards reading literature in the classroom? Did these attitudes change due to university courses concerning literature? What were the expectations of prospective language teachers concerning literature courses at university and if and to what extent were these expectations satisfied?
2. What are the reading habits of language teachers and their motivations for reading in English? When they think back to their own time at school, what were their intrinsic and extrinsic reading motivations? Have these motivations changed now that they are studying to becoming language teachers or are already teaching English?
3. In how far is the centralized Matura affecting their teaching of literature now? Do they think the effects of the Matura will lead to less teaching of literature in the future?

These research questions were reformulated with sub questions for the interviews, with additional questions being posed to clarify given statements and to gain a deeper knowledge about teaching practices and opinions of the interviewees. The questions were grouped into the three parts 'teaching literature', 'reading habits, attitudes and motivations' and 'influences of university courses on teaching literature', to give interviewees the feeling that there were actually only three questions in the interview. Additionally, spontaneous questions were added to facilitate the flow of the interviews whenever needed.

Hereby, I intend to expand current knowledge of international studies that were conducted in a similar direction with the issues and experiences of language teachers and pupils in Austria by combining views of both practicing teachers and teacher trainees. Additionally, I want to provide some insight on the trends regarding reading motivations and attitudes of Austrian language teachers and their pupils. Furthermore, I aim at obtaining a sufficient in-depth look at the reading attitudes, habits and motivations of language teachers and pupils to provide university literature professors and high school teachers with a basis to develop the tools to foster these attitudes, habits and motivations in their university courses and EFL classrooms.

1.4 Outline

After this initial introduction, this paper will be mainly divided into two parts. The first of these parts will cover the theoretical background knowledge and educational context of the field study, while the second part will then detail the field study itself and the implications that could arise from it.

The first chapter of the theory part will concern background knowledge about key words and will contain the most important books and studies concerning literature teaching. In more detail, this section will contain an initial subchapter with a literature review of academic studies related to the topics of 'reading attitudes', 'reading motivations', 'reading habits', 'the importance of reading literature', 'teaching literature' and 'teaching methods'.

In later subchapters, the key terms 'motivation' and 'attitude' will be generally defined as well as in more detail in connection to reading literature. Additionally, the most important terms and factors concerning 'reading motivation' and 'reading attitude' will be stated as well as their impact on psychological and social health. Furthermore, challenges literature teachers can face during the selection process for a class reader, will be detailed. Moreover, the most common approaches and methods for teaching literature will be presented to be able to compare them with approaches and methods mentioned in the expert interviews in later chapters.

In a further chapter about the context of the field study, the first part of this thesis will analyze the new school curriculum and what changes have been made in connection with teaching literature as well as the new centralized Matura. Moreover, the new university curriculum for English language teachers (Bachelor's and Master's degree) will be analyzed, to see if there is truth to the notion that university offers less literature courses with each new implementation of the curriculum. Each of these sections will include a short analysis of consequences for teachers and students, which will then be analyzed in greater detail in the discussion part of the paper.

The second part of this thesis will then be concerned with the qualitative field study mentioned in the last section. It will give more details on the initial focus of the study as well as the research questions it was supposed to answer. It will then analyze the participants as well as the methods employed to conduct the study. Further chapters will detail the piloting and interview stage of the study.

At last, the biggest chapters of the second part of this thesis contains the data and results gained by conducting the interviews as well as the discussion of possible

implications these results could have for English language teachers in Austria. Additionally, the implications the study could have for university professors teaching and designing literature courses at the University of Vienna will be analyzed and detailed in these sections. The discussion will also include a short section about limitations of the current study and a future outlook about future research topics in this area.

2. Theoretical background

This chapter will include theoretical background knowledge and context needed for the reader to fully comprehend all the key terms and processes mentioned in the following field study. It will also detail studies concerned with the topics related to this paper.

2.1 Literature Review

This section of the paper will detail the most important existing literature concerning literature attitudes, motivations and habits and teaching literature and reading in school and at university. Furthermore, it will touch upon the most important literature about teaching methods for literature in the EFL classroom.

2.1.1 Reading attitudes, motivations and habits

There is a multitude of recent studies that are concerned with reading attitudes, reading motivations and reading habits of teachers in different countries of the world, which provides me with a thorough background literature for the field study. These studies can be grouped into the categories 'reading attitudes' (Kartal; Macalister; De Naeghel et al.), 'reading motivations' (Schiefele; Becker, McElvany, and Kortenbruck; Fisher; Baker, and Wigfield), 'reading habits' (Kizilet; Kırmızı et al.) and 'attitudes towards teaching literature' (Bull; Witte, and Jansen).

The study by Kartal is concerned with foreign language teacher trainees' reading attitudes in Turkey and found that while teacher attitudes are a vital factor for shaping learners attitudes, too little extensive reading is discussed in teacher trainee programs, which leads to a lack of knowledge about the benefits of reading for pupils (Kartal 358). Macalister investigates the attitudes of teachers towards extensive reading practices in New Zealand, which are generally positive. However, due to the little opportunities to exercise extensive reading in the classroom he suggests

changes of the curriculum (Macalister 72). More on extensive reading will be discussed in the third part of this literature review (see chapter 2.1.3).

De Naeghel et al. analyze the effect the reading attitudes of teachers can have on the reading motivations of their students in the region of Flanders in Belgium. In a similar study conducted in Germany, Schiefele investigates the effect teacher motivations can have on the motivations of students. Both studies emphasize the great influence teachers can have on their pupils' motivations (De Naeghel et al. 1562) and Schiefele therefore suggests a greater focus on strategies to obtain positive motivations in students in teacher training (124).

Becker, McElvany and Kortenbruck also investigate in Germany. However, they focus on the extrinsic and intrinsic reading motivations of pupils and the relationship of these motivations to literacy. They highlight "the importance of enabling early experiences of reading competence" in pupils, due to the great stability of reading literacy over time (Becker, McElvany, and Kortenbruck 782). Fisher studies Motivational Spiral Models (MSM), not only in connection with literature, but also in general. Therefore, her study builds a basis for the motivation models discussed in chapter 2.2.1, which depict the many influences on pupils' reading motivations. These influences are also analyzed and studied by Baker and Wigfield, who follow a model of "11 different dimensions of reading motivation" (Baker, and Wigfield 453) by Wigfield and Guthrie to be able to connect motivation to reading activity and achievement. They conclude that reading motivation is significantly correlated to reading activity for all 11 dimensions (Baker, and Wigfield 33). However, the correlations to reading achievement are less strong and the only significance can be detected with 'work avoidance' of pupils (34).

Both Kizilet and Kirmızı et al. focus on the reading habits of teacher trainees in Turkey, although at different universities. Nonetheless, it is interesting, that apparently no other country has been invested in these issues in the last few years, which could point to a knowledge gap in these matters in the rest of the world. They again emphasize the influence of teachers on their pupils (Kirmızı et al. 131) and suggest a wide range of activities to gain more interest from students (Kizilet 326-327). Bull is interested in analyzing how teacher trainees can incorporate literature into their classrooms by letting them read and connect with Young Adult (YA) literature in the US. She suggests including more YA literature in teacher training programs to provide a better preparation for teachers (Bull 229). Witte and Jansen,

on the other hand, concentrate on the side of students through developing factors comprising “excellent teachers of literature” (162) in the Netherlands. Among the findings, ‘legitimizing literature’ and to provide a ‘stimulating learning climate’ are seen as the most important factors for good teachers (Witte & Jansen 169).

The majority of these studies are either concerned with teacher trainees or already practicing teachers of different school types. However, none of the studies were conducted in Austria and none analyze both teacher trainees and practicing teachers at the same time, which is why my study is an extension and continuation of past studies and can also expand current knowledge for these topics to Austria. Furthermore, none of the studies are concerned with the alteration of university literature courses. Hence, my study can provide insight where adaptations of courses can increase the motivation and enhance the attitudes of future language teachers concerning reading literature in the classroom. In turn, this improved teacher training could result in enhanced motivation for students to read literature, also outside of the classroom.

2.1.2 Reading theories and methods, teaching reading

A further area of language learning, which is vital for my field study, is the question of the effects reading in general, and reading literature specifically, can have on learners and if these effects are rather more positive or negative. Here, the publications were for the most part more general in nature in the form of books on didactic principles in language teaching. Additionally, there were some shorter papers and studies concerned with this topic. All of the publications about the importance of reading and teaching reading can be further divided into texts concerned with the importance of reading in general (Thaler, *Teaching*; Thaler, *Unterricht*; Pennington, and Wexler; Reichl, *Principles*; Miall, and Kuiken) as well as with the importance of teaching reading at school (Alsup; Smith; Georgatzas; Fricke, and Glaap; Klippel, and Doff; Sumara; Reichl, *Principles*; Thaler, *Unterricht*; McRae) or at university level (Reichl, *Intervention*; Reichl, *Principles*; Showalter).

Thaler focuses on reading skills and attitudes and how they can influence the reading habit in a positive or negative way (*Teaching* 53). He classifies literature (*Teaching* 17) as well as analyzes how and why to teach it (*Teaching* 23ff). In a second book, he concentrates on reading competences (*Unterricht* 189ff) and literary competences (*Unterricht* 259ff) and what they entail. In a similar manner, McRae

dedicates a whole book on teaching literature. He gives reasons for why literature should be taught (25) as well as insights into all the aspects of literature teaching, from the selection of materials (44ff) to the techniques and evaluation methods of activities connected to literature (93ff). Fricke and Glaap also concentrate on literature in the language classroom (1ff) as well as how to select literature for the upper secondary classes (21ff). Klippel and Doff write about literature in secondary school (128ff) and the role of motivation in connection to learning (233ff).

Smith generally writes about teaching literature (384ff) and how it can move the reader (391). In addition, Miall and Kuiken write about a questionnaire to analyze literary responses, which provides me with the “seven aspects of readers' orientation toward literary texts” (37) and therefore, how readers connect to a text. In contrast, Pennington and Wexler analyze reading as a cognitive process (150ff) as well as the nature of reading (158ff).

Alsup analyzes the importance to teach literature in school, even in this new age of technology (1ff). In a similar manner, Sumara argues if and why reading literature in school still matters (145ff), which will be taken up in this thesis in chapter 2.3. Furthermore, Georgatzas pleads for a continuation of teaching literature in the EFL classroom in Austria and gives reasons as to when and how literature should be included in the Austrian school system. Therefore, this paper can provide me with more background knowledge about the current situation in Austria and implications thereof.

Reichl concentrates both on general reading research (*Principles* 51ff), as well as the literary experience (*Principles* 94ff). Furthermore, she focuses on the educational background of teaching literature at school (*Principles* 149ff; 315ff) and at university (*Principles* 156ff; 198ff; *Intervention* 124ff) in Austria. In a similar manner, Showalter writes about theories (21ff) and methods (42ff) of teaching literature, as well as teaching fiction (88ff) at university level in the United States. It is apparent from this section that McRae, Thaler and Reichl excel in the area of reading research and research about teaching literature. Therefore, they will provide a vital basis for this paper.

Although some of these publications are rather dated, the general principles about reading and teaching reading still hold to this day, which makes them a vital basis for my reasoning on the implication of reading literature in the following chapters.

2.1.3 Teaching Methods

This last section of the literature review will detail a selection of literature concerned with teaching methods for EFL teachers with a focus on literary studies. Due to the constant adaptation and creation of new methods in this area, I will focus on a few studies and books that offer a range of activities for language teachers. However, by no means is this selection an exhaustive representation of methods available for literature teachers.

The literature can be grouped around 'extensive reading' (Day, and Bamford; Day; Mermelstein; Jacobs, and Farrell; Chen et al.), 'other teaching methods' (Parquette; Freedman; Cho, and Brutt-Griffler; Thaler; Savvidou; Yimwilai) and 'teaching methods in connection to electronic devices' (Chen et al.; Larson). Extensive reading takes on a more prominent role in this section, due to the high motivation rates associated with this method.

This can already be seen by looking at Jacobs and Farrell, who published a book specifically targeted at teachers and detailing what extensive reading (ER) is and how to implement it in the classroom. One of their chapters is dealing exclusively with the question of motivation in connection with ER (Jacobs, and Farrell 51ff), which also gives examples of motivating activities (66ff) and how to be motivating as a teacher (53ff). In a similar manner, Day and Bamford include attitude and motivation as factors heightened by extensive reading practices (Day, and Bamford 21ff) in their book. They furthermore give a list of 10 dimensions of ER (7-8), which they feel are defining for a successful extensive reading program. Some of these dimensions like the 'teacher as a reading role model' and 'students selecting their own texts' (8), will come up in later chapters of this thesis. In a paper following up this book, Day analyzed these dimensions and the extent to which they were used in extensive reading programs (Day 295). Interestingly, while 'students selecting their own texts' was prominently featured, the 'teacher as a reading role model' only appeared marginally (295; 298).

The last two studies about ER mentioned in this section deal with the positive effects extensive reading has on other skills of EFL learners. Mermelstein concentrates on writing and proposes an enhancement in ER programs to help learners to improve their writing skill and subskills (Mermelstein 182). His results indicate a "large impact on the learners performance" (192), which shows another benefit of implementing ER in the EFL classroom. In a different approach, Chen et al.

concentrate on the effects of ER on reading attitude, reading comprehension and vocabulary at university level (Chen et al. 303). Their results indicate improvement in all three of the aforementioned areas, however, the results for vocabulary growth is inconsistent at the 5000 word level (307-308). Nonetheless, improvement in most of the studied areas point to further beneficial factors of ER practices.

Turning now to other reading methods proposed by scholars, Thaler gives an overview of the most commonly used methods for each text type as well as examples on how to implement these methods in the EFL classroom (*Teaching* 78ff). He concentrates on short stories, novels, poetry, drama and especially Shakespeare. Amongst his methods proposed for novels are the 'Sandwich Approach', where only some chapters of the novel are read and the 'Patchwork Approach', where various novels are read in excerpts (*Teaching* 105-106). Those and the other methods and approaches mentioned in this section will be further discussed in chapter 2.5. In contrast, the other three studies mentioned detail only one method each, and how they can be implemented in the classroom. Parquette introduces intensive reading and gives the example of a short story and how to incorporate this method in the classroom (Parquette 78ff). Freedman analyzes close reading and how to adapt university lecture practices to include this method. She found an increase in both reading and writing skills for students in multilingual lectures (Freedman 262), which means that Austria's multilingual EFL classrooms could also benefit from an implementation of this method. Cho and Brutt-Griffier propose an integrated approach of reading and writing to improve both of those skills (242). However, the results of their study show that this approach only improved writing skills, while no improvement in reading skills could be detected (253). Nevertheless, the integrated approach is still worth considering to improve pupils' skills, as also proposed by both Savvidou and Yimwilai.

Finally, two studies considered e-books and e-readers as an alternative and innovative approach for literature teaching. Larson mentions that children and young adults are or would be interested in e-books and e-readers, if they had access to them (Larson 280-281). She therefore proposes to educate teachers and pupils on the use and functions of e-readers to introduce e-books in our classrooms (281), as teachers especially seem reluctant to use new technologies in their lessons (288-289). As already mentioned before, Chen et al. analyze extensive reading and its benefits at university level. In their study they utilize e-books for the ER practices.

This has various benefits for the students, who are more interested in reading literature on the screen (Chen et al. 304) due to animations and multimedia not included in the print versions (303). The inclusion or exclusion of e-books and e-readers will be discussed in connection to the findings of the interviews of the field study in chapter 5.

2.2 Definition of Key terms

In this subsection, the important key terms 'motivation' and 'attitude' will be defined in general. Furthermore, a definition of 'reading motivation' and 'reading attitude' will be given, as these terms will be discussed further in the result section of the field study. In addition, factors influencing these terms will be detailed as well as Fisher's Motivational Spiral Model (MSM), which has been mentioned already in this paper.

Clear definitions of these terms are an important part of this thesis, due to their usually relatively broad and unspecific definitions. Additionally, the factors named in this section can be compared to the factors of the field study, as well as whether they actually have the desirable influences on pupils.

2.2.1 Motivation

The motivation to do something is always directed at a certain goal (Masgoret & Gardner 128; Heckhausen 1), which led Svara to define it as a "behaviour [which] is motivated by the necessity or desire to accomplish particular aims" (22). This means that every type of motivation is always concerned with an outcome desirable by the person motivated to do the activity. A second, more complex, but also more widely applied definition was given by Heckhausen, who defined motivation as "a global concept for a variety of processes and effects whose common core is the realization that an organism selects a particular behavior because of expected consequences, and then implements it with some measure of energy, along a particular path" (Heckhausen 9 qtd. in Svara 23).

The goal of motivation research is to analyze these behaviors to find regularities and to be able to explain people's actions (Svara 23). However, there are numerous factors influencing motivation in its multitude of forms, which is why one model or theory cannot account for all possible variables. Additionally, models of motivation can only be regarded as simplifications focusing solely on a selection of variables that influence people's behavior (23). Therefore, this thesis will not go into more

detail about general motivation theories and solely concentrate on reading motivation and factors that can influence it in pupils.

2.2.1.1 Reading Motivation

Reading motivation has been defined as “the individual’s personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading” (Guthrie & Wigfield, *Motivation* 405 qtd. in Becker, McElvany, and Kortenbruck 774). This means that reading motivation concentrates on a personal gain obtained by reading a text, not limited to literature for the purpose of this paper. This mental gain can range from receiving information by reading a text to the simple enjoyment felt while reading, which in itself can also be considered a personal enrichment.

A distinction is generally made between ‘intrinsic’ and ‘extrinsic’ reading motivation (cf. Wigfield et al.). Intrinsic reading motivation is defined by Guthrie and Wigfield as “the disposition to read purely for the enjoyment, interest, and excitement of reading” (qtd. in Becker, McElvany, and Kortenbruck 774). In other words, people who gain a positive experience when reading and are interested in the topic of the book see literary texts as a ‘source of enjoyment’ and read due to an intrinsic reading motivation (774), which is therefore solely focused on the personal gain achieved for people themselves. In contrast, extrinsic reading motivation stems from the need to attract attention from authoritative people like teachers or parents and therefore receive “external recognition, rewards, or incentives” (Wang, and Guthrie 165 qtd. in Becker, McElvany, and Kortenbruck 774). This means that while intrinsic motivation is solely concentrated on the individual itself, extrinsic motivation is focused on the praise of others. These external influences can vary with age. While parents are usually the first motivators in small children, this role is later shared by peers and teachers (774).

Finally, it is important to realize that ‘reading motivation’ and the ‘motivation to do activities connected with reading’ are not the same, although they are usually closely connected. The factors mentioned in the next section are foremost concerned with ‘reading motivation’, however, when mentioned, they are also influencing the motivation to perform tasks.

2.2.1.2 Factors influencing Reading Motivation

There are multiple factors influencing reading motivation that can be classified as either intrinsic or extrinsic. For the sake of conciseness, only the most important factors will be detailed in this section, and will then be compared with the factors emerging in classroom situations according to the expert opinions in my field study in chapter 5. Furthermore, possible implications for language teachers and university lecturers will be discussed in chapter 6.

Unsurprisingly, the first factor influencing reading motivation is the level of language skill and especially how pupils perceive their own competence, according to Eccles' expectancy-value theory (see Wigfield, and Eccles 68). This theory proposes that pupils have certain "expectations of success or failure" (Wigfield, and Eccles qtd. in McGeown et al. 547), which in turn influence their motivations to read a text. This is an important factor to be considered by language teachers when selecting a text for reading, especially in lower secondary classes, where the proficiency level of pupils is lower.

This in turn introduces the factor of age, which is usually closely connected to the factor of language skill, at least in the foreign language classroom. Interestingly, these factors seemingly work in opposite directions. In fact, "longitudinal and cross-sectional research studies investigating age related changes in motivation and attitudes to reading have shown that both decrease with age" (McGeown et al. 550). Furthermore, the intrinsic reading motivations are more strongly affected by this factor than the extrinsic motivations, although both are decreasing with age (Unrau, and Schlackman 100). For language teachers, this signifies that special attention should be directed at making upper secondary classes more motivating and interesting for students. However, without a base of intrinsic reading motivation in lower classes, this is in my opinion more difficult to achieve. In addition, Kaufmann names altered extracurricular activities as a factor changing with age (52), which means that influences from outside of school, and therefore outside of the reach of teachers, play a significant role in this period. This limits the influence a teacher can exercise on their pupils.

A further factor to be considered in connection to the first issue of language skill is the 'school age gender gap in reading', which show "consistently [...] higher levels of reading achievement and intrinsic reading motivation in female students than males" (Schwabe, MeElveny, and Trendtel 219). This can of course be directly

related to a higher expectation of failure in male pupils, when they know they achieve lower scores in reading than their female peers. Furthermore, this also puts Thaler's 'vicious circle of the bad reader' (*Unterricht* 191) into context, which renders similar results. Considering this factor, it would be preferable for language teachers to incorporate more texts specifically tailored to interest and excite male pupils in their classrooms. This could be achieved by letting pupils choose their own reading texts or offering a selection of books for the literary studies in class.

A second factor proposed by Eccles' expectancy-value theory is the appeal and importance pupils put on conducting the task, or in other words, its value (Wigfield, and Eccles 68). This means that every reading task should have a certain purpose, and if possible also a response expected from pupils, be it in written or oral form. In this way, pupils can see that they achieve an aim when they perform the activity of reading, if only to earn an extrinsically motivated good grade. A selection of approaches for the teaching of reading and literature is presented in chapter 2.5, which should shed light on how to gain better reading motivation when considering this factor.

Both Schiefele and De Naegel et al. state the factor of teacher motivation as an influence on student motivation in reading. While De Naegel et al. think teachers play a significant and "critical role in persistently stimulating their students' intrinsic reading motivation" (Santa et al. qtd. in De Naegel et al. 1548), Schiefele proposes a slightly different view, namely teacher motivation playing a "significant [but] indirect effect" (116) on student motivation. However, both cases state the influence of teacher motivation, only to a differing extent. The results of the field study concerned with teacher motivations and habits in connection with reading as well as in how far they influence the motivation of pupils will be detailed in chapters 5.2 and 5.3.

Additionally, the factor of 'social surroundings' plays a significant role in motivating students to read. This factor is multidimensional and includes parents, peers and the school they attend (Kaufmann 54), as well as the social class they grew up in (52). This shows that if books are present at home or at school, for example in the form of a library, pupils will put a greater significance on books than pupils who do not have books at hand. The same goes for parents that read to their children when they were younger and therefore introduced reading or reading aloud as a worthwhile activity at an early age.

Finally, as already mentioned in the literature review, the methods and approaches to literature teaching can have an influence on student motivation. As the most prominent example, extensive reading will be shortly mentioned here again. Both Day and Bamford and Jacobs and Ferrell spend whole chapters in their respective books on the role extensive reading can have on motivation. Day and Bamford suggest that ER can influence all of the variables that have an impact on motivation, which they call 'material', 'reading ability', 'attitude' and 'socio-cultural environment' (28-30). Jacobs and Ferrell even go a step further and give examples on what teachers can do to motivate their students for each factor (51ff).

In conclusion, there are various factors influencing reading motivation of pupils, many of which lie outside the influence of teachers, especially the ones playing a role at a very young age. Hence, there is no guarantee of success, but the knowledge about these factors can nevertheless aid teachers in devising more motivating reading activities for their pupils. Due to the complex nature of motivations, the following section will present a descriptive model of how these processes can be described.

2.2.1.3 Motivational Spiral Model (MSM)

In the simplest model possible, motivation and participation work in a spiral. When pupils are not motivated, they read less and as a consequence their motivation drops further (Figure 1). In contrast, the motivated pupil reads more and in turn his or her motivation is growing (Figure 2) (Guthrie, and Wigfield, *Literacy*).

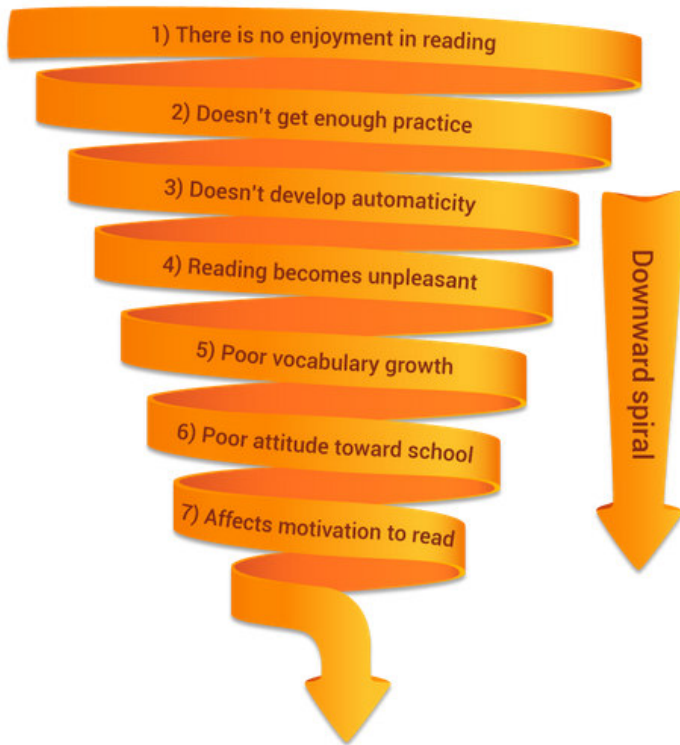


Figure 1: Downward spiral of reading motivation (Rippel)



Figure 2: Upward spiral of reading motivation (Rippel)

These figures solely show the motivational spirals depending on the grade of enjoyment of reading. However, they instructively demonstrate the general principle of a motivational spiral at this point.

Due to the already complex concept of motivation and the various factors influencing reading motivation (see the previous section), motivational spiral models are usually more complex than the two graphs shown here. Therefore, the models cannot be shown in such a linear abridged form and generally include upward and downward trends at the same time. Such models are called 'cross-linked spiral effects' models by Fisher (2), and can be extended to even more complex models (8).

In conclusion, it is important to note for teachers that motivations are dependent on many factors, which in their combined effort can either draw pupils into a downward or an upward spiral concerning reading motivation. Therefore, to give pupils the best prerequisite for reading, teachers should try to put as much effort as possible into a positive outcome, i.e. to stop a downward spiral or to further an upward spiral.

2.2.2 Attitudes

An 'attitude' refers to a concept of psychology, which can influence the overt behavior of people as well as their perceptions of the world around them (Albarracín, Blair, and Zanna 3). In psychology, there are many definitions of this term, depending on the field of interest of scholars as well as the approach they are applying to their studies. The two main approaches of attitude studies are the 'mentalist' and the 'behaviorist approach' (Agheyisi, and Fishman 138), which both have distinctive definitions.

Mentalists see attitude as an "inner concept that is [...] not directly observable" (Svara 4) as well as not directly dependable on a certain environment (4). Diverging from this view is the behaviorist approach, which sees "attitudes as direct behavioral responses of human beings" (4), which are dependent on a specific social situation. Since the 1940s, when research into attitudes gained more interest in scholars, the mentalist approach received more approval (5).

Nowadays the definition of Eagly and Chaiken seems to be the most accepted and applied, which states that an "attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Eagly, and Chaiken 1). In other words, attitudes always have an evaluative element

and therefore a link between the 'attitude object' and its classification in positive or negative feelings towards the object (Albarracín, Blair, and Zanna 4). This definition will be applied in this paper, as it employs an important distinction for language teachers, who should consider the attitudes of their pupils (Merisuo-Storm 228) to improve their lessons. This is due to the fact that positive attitudes affect second language learning by increasing motivation and therefore speeding up and enhancing the success of learning (228). On the other hand, negative attitudes can suspend language learning and decrease motivation.

A further distinction is made according to the different 'levels of commitment' (Garrett, Coupland, and Williams 5). This means that 'spontaneous' and 'long term' attitudes are perceived in a different manner, with long term attitudes being seen as more stable (Svara 6) and therefore likely more resistant to change. This last distinction is especially important to keep in mind when teaching in general and teaching literature specifically, because it depicts that if pupils receive positive feelings towards reading earlier in their life, it will be easier to keep these attitudes positive in the following years.

2.2.2.1 Reading Attitudes

The most relevant type of attitude for this thesis and for teachers is evidently 'reading attitude', due to the fact that "the ultimate success of instruction is strongly affected by the reader's attitude" (Richek et al. 20qtd. in Lazarus, and Callahan 271). This means that "reading attitude fulfills a pivotal role in the development and use of lifelong reading skills" (Lazarus, and Callahan 271), which is why this term will be defined and explained in more detail.

Due to the complex nature of attitudes, there is again a multitude of definitions for 'reading attitudes'. However, one general definition has been given as "the feelings towards reading that cause a learner either to read actively or avoid a reading situation" (Alexander, and Filler qtd. in Kartal 347). There are various factors influencing these feelings, which will be investigated in the next section. Nevertheless, language teachers should generally be aware of the reading attitudes of their pupils, regardless of the reasons and should try to influence them in a positive way as much as possible. Deliberations about how to best achieve this will be detailed in the discussion section (see chapter 6) of this paper.

In general, when defining 'reading attitude', a distinction is made between reading in the first language (L1) of pupils and reading in a foreign or second language (L2). This paper will foremost be concerned with L2 reading attitudes of pupils in the English language classroom. However, due to the close connection of reading attitudes between L1 and L2, reading attitudes of the L1 will also be considered when they have an effect on reading attitudes of the L2. It will be indicated, which type of reading attitudes is meant when discussing the results (see chapter 5) of the field study.

2.2.2.2 Factors influencing Reading Attitude

There are various factors influencing reading attitudes, which provide important background knowledge for language teachers, and should influence how they implement reading and literary studies in their lessons. These implications will be detailed and discussed in chapter 6.1.

As already mentioned, one factor influencing foreign language reading attitudes are reading attitudes in the L1 (Kartal 347). This means that positive attitudes towards reading in the L1 generally lead to positive attitudes in the L2, with the same holding true for negative attitudes. This means that foreign language teachers have little influence on this factor, due to the fact that L1 learning in connection with reading is usually dependent on parents, kindergarten teachers, as well as primary school teachers. However, as studies by Johnson (see Djikic, and Oatley 499) have shown, even long term attitudes and prejudice can be changed, which is why there is still enough that can be done by language teachers in later years.

Further influences on reading attitudes are mentioned by Thaler (*Teaching* 63ff). He mentions five major areas language teachers should consider to "foster positive attitudes towards literature" (63). The first of these is the 'selection' of the book, play or poem to be read in class (63). It is important to choose texts that are suitable for pupils, starting with easier themes for beginners, while still posing a challenge to readers. Furthermore, an interesting, well-paced plot, relevant content and age appropriateness for pupils as well as an emotional appeal can have positive influences on attitudes. Moreover, if pupils are involved in the selection process they tend to be more interested in reading those books. Hence, they can either be given a few books to choose from or free selection without any restraint (63-64). Here, it is important for the teacher to know their pupils' language level as well as their

strengths and weaknesses to choose or let them choose a suitable book or selection. No generic one-fits-all lists will be attractive in this instance, even going so far as to consider different factors for lower and upper secondary school (see Klippel, and Doff 129ff).

Thaler's second factor is to consider the 'process' of reading with all its nuances (64). What he means is to make the purpose and context clear and the reading experience itself as interesting and worthwhile as possible for pupils. This can be achieved by giving support and encouragement, providing realistic expectations and creating interest in the author and context among other things (64). Again, a positive outcome will depend on the teacher knowing their pupils as best as possible to provide individual support where needed. Another part of the process of reading is a certain 'response' or final outcome that is expected of pupils, which in turn is Thaler's next factor for more positive attitudes (64-65). Such responses can take on various forms, from a class discussion, to a written portfolio or simply a written book review or oral presentation. Here, in my opinion, variation is the key for more motivation and therefore more positive attitudes. If teachers try new methods once in a while, they can achieve striking outcomes, which should be worth the initial struggle of implementing a new approach.

The next factor, a positive 'environment' (65), can only be obtained if there is enough time for reading literature and is probably best started early on in lower secondary classes to obtain the best outcome. Suggestions by Thaler range from starting a class library to invite authors to the school or to visit a publisher (65), which are all quite time consuming and therefore not suitable for a language classroom where literature only has a marginal place (see chapter 3.1 for more information about the Austrian school context). However, in my opinion, a positive environment does not have to involve outside parties, but can simply be started by putting an old sofa into the classroom, where pupils can sit and read.

Thaler's last factor is a more complex one, namely the teacher functioning as a 'role model' for pupils (66). It seems straightforward that a teacher who reads actively in front of pupils, proves to be informed about publications to give recommendations and is generally enthusiastic about reading (66) will provide a better incentive for the pupils to start reading more as well. However, as mentioned previously, reading attitude is not something that can be radically changed, which is why teachers with a negative attitude will not be able to fulfill this factor easily, unless they feign

enthusiasm. This in turn could lead to pupils being aware that the teacher is not acting in an authentic way, which would probably inhibit a successful literary classroom. Besides, there is another dimension to this factor, which is that the teacher has to be liked by pupils to even be considered as a role model.

Kirmizi et al. include the factor of a 'home library' in one of their studies about reading attitudes (129) amongst students at university. Interestingly, they conclude that having ready access to a library at home actually generates less positive attitudes towards reading than for those students without this access (129). They ascribed these results to "reading being an interactive activity" (130). This should be seen as a positive development for language teachers and encourage literary studies in the classroom, because the class setting easily gives pupils more opportunities to exchange information about their literary experiences and the books they have read.

A further factor, namely age and the associated decrease of attitudes toward reading has already been mentioned in section 2.2.1.2 (see McGeown et al. 550). For teachers, this factor indicates that a greater focus on more student-centered literary education should be intended in upper secondary classes to keep reading attitudes high.

Finally, due to the gender gap in reading motivation (see chapter 2.2.1.2), there is also a gender gap in reading attitudes, which can be explained by the MSM (Fisher) or Thaler's "vicious circle of the bad reader" (*Unterricht* 191). This means that due to male students not liking to read as much as their female colleagues, they are worse at reading and therefore read less (*Teaching* 67). Initiatives "have been started to make reading a more pleasurable experience for boys in particular" (*Teaching* 67), which is why these efforts should also be considered when trying to improve reading attitudes of pupils.

In conclusion, there are various factors involved in forming more positive attitudes towards reading literature in pupils. However, there is no guarantee that any single pupil will react in the intended fashion, which is also why teachers should try to influence as many factors as possible. In other words, young teachers should not be discouraged to incorporate literature in their classrooms, even if the response is not immediately evident or overwhelming.

2.3 Why reading and teaching literature is important

There are various reasons in favor of the involvement of literature in the language classroom. The most widely recognized factors will be detailed in this section to demonstrate the importance of literary studies for children and young adults. This information will then be utilized to discuss the current situation in the Austrian school and university system and whether modifications in the syllabus would be favorable.

At first, I will give a general definition of what is included in the term 'literature' in this paper. 'Literature' in this thesis encompasses the three classic genres of prose, drama and poetry. However, not solely in their classical form of Shakespeare and Austen, but also including their contemporary counterparts of young adult literature and poetry slam. Nevertheless, I excluded the modern forms in which literature can appear, like movie adaptations, because I wanted to focus on the written texts that have to be read to give them meaning. Of course, watching a movie adaptation of a Shakespeare play is also working with the text. However, the visual stimuli remove a part of the meaning making process that has to be accomplished when simply reading a text, which is why I want to solely concentrate on the 'pure' form of literature, which has to be read.

Thaler quotes six reasons for why literature teaching should be a part of the language classroom. They can be loosely connected to McRae's list of what he calls "pay-off" (25) of literature teaching, which will be indicated in the following paragraphs.

First, Thaler indicates that studying literature and reading books is an important factor in gaining 'language development'. He suggests that literary texts can improve language learning by giving pupils genuine examples of language use in written form, thus reinforcing the basic skills and competences as well as the linguistic domains (*Teaching* 23-24). This means that pupils who read more often will expand their vocabulary and grammar accordingly and therefore also strengthen their productive skills. McRae differentiates even more, and names 'language learning', language description/awareness', 'language practice' and 'grammatical, structural or functional reinforcement' (25) as positive factors stemming from reading.

The second factor mentioned by Thaler is 'intercultural learning', which is strengthened by reading books from other countries that depict foreign cultures. He muses that through the reading of literature a "mutual understanding between the members of different cultures" can be achieved or at least furthered (*Teaching* 24).

McRae calls this factor 'cultural awareness' and 'related world knowledge' (25). However, the question remains, if the reading of books can actually prevent or change already existing prejudice, which are sometimes attitudes pupils receive by their parents.

A third factor, called 'personal enrichment' by Thaler, encompasses all the personal responses and experiences the reader can undergo during and after reading a good literary text. Literature can change the reader and the way he or she is looking at themselves and the world around them, for example by providing answers to a personal problem, by offering new views and opening up personal horizons or by supplying role models in both the positive and negative sense (*Teaching* 24). These effects have been supported by studies, which show that reading literature can "affect and foster empathy, identification with others, and, most recently, actual altruistic human behavior" (Alsup 13). This means that the reading of literature has far reaching ramifications for our society and to refrain from teaching it would seriously impede the personal growth of the next generations.

Literature should also - and this is especially important for this paper - offer 'motivational value'. What Thaler means by this is that the breach of the usual classroom routine, the excitement of an interesting plot and the tension of a suspenseful plot (*Teaching* 24) can stir the minds of pupils and therefore motivate them to escape their own world to the one inside the book, at least for a small amount of time. In connection to this, McRae names the more differentiated factors 'enthusiasm', 'personal satisfaction' and 'constructive enjoyment' (25). However, it has to be kept in mind that motivation due to reading literature can only be achieved if it is preceded by a motivation to pick up the book or text in the first place.

The second to last factor called 'interpretational openness' by Thaler (*Teaching* 24) and 'critical evaluation' by McRae (25), is in my opinion only achievable through careful instruction and teaching of critical reading. This is not a given from the start and therefore does not come from simply reading literature. Thaler insists that "literature demands a personal involvement and asks for individual responses", because the reader should realize that literary texts are open to interpretation and therefore have to involve themselves with the text and its meaning (*Teaching* 24). However, in my opinion, there exist enough literary pieces with a clear meaning already impressed on them, which makes it possible to read these texts non-critically and to simply take them at face value without a further interpretation.

The last factor by Thaler, literature possessing a high prestige in our society (*Teaching* 24), is also debatable. While it is surely still the case that the knowledge about Shakespeare and other classic authors can be seen as prestigious, especially among older generations, not everything defined as 'literature' in the EFL classroom would be considered gainful for pupils by our society in Austria. I am also unsure about the amount of prestige the reading of literature actually holds among children and young adults and therefore, in how far they are actually considering this factor as a valid point for reading a book.

Fricke and Glaap introduce a further positive factor involved with reading literature, namely that it can enhance the creative potential of pupils (9-10). They remark that to be able to read literature, pupils need imagination to create images about the action or plot of the texts in their head, which in turn is important for the productive skill of writing, to formulate sentences which are not solely copied from somewhere else (9). In my opinion, this also goes for speaking, because the creative mind can phrase sentences more elegantly and has a wider vocabulary to do so.

To conclude this section, it is apparent that reading and teaching literature should still have a place in the language classroom. Even if one or two of the abovementioned factors seem outdated, the influence literature can have on pupil's language competence, on how they see the world and themselves and on how they create meaning from a written text, should greatly outweigh any negative feelings towards literature one might possess.

2.4 Challenges in literature teaching

Even though teaching literature has its advantages, as seen in the previous section, there are nevertheless challenges teachers have to acknowledge when they want to design activities and select books suitable for their pupils. Due to the brevity of this thesis, only the most important issues are stated here.

A first challenge can already be present in the selection process of books and materials for a multicultural classroom, as is often the case in Austrian and Viennese schools. Books specifically written for and about young adults (YA) often promote what critical scholar bell hooks calls "white supremacist, capitalist patriarchy" (71). What she means by that is that protagonists of YA novels are often conforming to a world view of 'white is more desirable', 'men are stronger than women', and 'money makes your life better', even if they are not consciously aware about it. This means

that while there are a multitude of female heroes in books, they are more often desired by others because they are seen as objects of beauty than because they are strong. Furthermore, they often submit to men in the end, therefore stabilizing the world view of male dominance. As an example, Antero Garcia names Bella Swan of the Twilight Saga, calling her “a desirable and white-skinned girl, her beauty is a temptation [for both Edward and Jacob]” (98) and “Bella’s helplessness [...] points to ways the book is squarely placing power in the hands of men” (98). Furthermore, Edward and his family are extremely rich, which in the end of course also means that Bella’s life is better than it was at the start of the novel, due to her marriage to Edward. Another example would be Katniss Everdeen from the Hunger Games trilogy, who is also white, desired by two men and in the end in a stable heterosexual relationship with one of them.

This brings me to a further challenge, namely the heteronormative views many YA novels seem to promote. While lesbian, gay, bisexual, transgender, questioning, and intersex (LGBTQI) characters may be present in some novels, they are usually not the protagonists and only appear in the background. This gives readers the notion that being part of the LGBTQI community is excluding them from being a hero or heroine and at the same time assumes that the audience of YA novels is almost exclusively heterosexual (Garcia 87). Furthermore, in some cases like for example ‘City of Bones’ by Cassandra Clare, the characters seem to use the word ‘gay’ as something not desirable, as seen in a scene where Clary asks Simon in an almost accusing way “You’re not gay, are you?” (39). These accusatory tones make YA novels even more problematic for readers who do not fit into a heteronormative world.

What both of these challenges show, is that YA novels could alienate pupils not represented within the presumed ‘norm’ of ‘white, beautiful, rich and heterosexual’ as well as a women who ‘do not conform to the rules of society’ as well as strengthen these promoted world views in pupils. This in turn means that literature teachers need to address such problems in their activities as well as search for the exceptions to these ‘rules’ to give all of their pupils heroes or heroines they can relate to.

Of course, there can also be challenges not directly related to the content of the novels or texts. For example, if pupils have to buy their own books, families with financial problems could get in trouble when faced with having to buy a 20€ book every two months. On the other hand, if teachers solely rely on the class readers

available in the school library, these books could get outdated fast. For more about these issues, see the discussion of the interviews in chapter 5.

2.5 Approaches to teaching reading and literature

As is apparent from chapter 2.3, teaching literature has many benefits for pupils and should therefore be considered as a worthwhile activity in the EFL classroom whenever possible. However, without the right approaches to teaching reading and literature, the task of reading books and other literary texts can become a tedious work for both pupils and teachers, which should be prevented in favor of animated and motivating lessons. Therefore, the most widely recognized approaches to making reading and literary studies more motivating for pupils, will be presented in this section. In the discussion, the approaches implemented by the interview participants will be analyzed accordingly, to see if one approach seems to be more motivating to pupils than the others.

In secondary school, the process of actually learning to read should already be completed. However, reading in a foreign language is of course again a learning process, accompanied with many setbacks for pupils as they slowly get accustomed to the grammar, vocabulary and meaning of the new language. Therefore, it is important to be aware of the language levels of pupils to select texts accordingly (Thaler, *Teaching* 27-28) so that pupils do not get frustrated with the reading process and give up before achieving higher levels of reading competence. This could lead to the 'vicious cycle of the bad reader' as proposed by Thaler (*Teaching* 53) and consequently pupils could stop reading altogether when the teaching of literature is not successful. To avoid this problem, Bull proposes to offer students a choice in the selection of their reading texts (227-228), which Showalter calls a 'student-centered approach' to literature teaching (36) that should increase motivation (for more on selecting texts see Thaler, *Teaching* 18ff and Klippel, and Doff 134-138). Although Showalter is concerned with teaching at university level, the 'student-centered approach' mentioned here is also valid for a school setting, especially for upper secondary classes.

For the actual reading process, Hedge proposes to involve the three reading stages 'pre-reading', 'while-reading' and 'post-reading' of the PWP approach (209), to immerse pupils in a text and to give them a context for reading as well as a purpose for working with the text. This approach is widely recognized amongst teachers and

works with every level of language competence as long as the activities are designed appropriately (Thaler, *Teaching* 27-28).

There are various methods to integrate this approach into the classroom. The pre-reading stage is supposed to get pupils involved with the texts and usually takes place during the lessons. For example, this stage can be composed of giving out pictures of the title pages, letting pupils read short passages or giving them background knowledge about the texts (Hedge 210). The while-reading stage can either be performed in class or as homework and can, depending on the text and purpose of reading, involve different reading strategies (see Thaler, *Unterricht* 191-192). Finally, the post-reading stage should involve some final product connected to the text to give closure to the reading process and potentially give a final purpose for reading (Hedge 211). For example, pupils could compile a literature portfolio, they could hold oral presentations or participate in a classroom discussion (Thaler, *Unterricht* 193-194).

A second approach mentioned by Thaler, is the global-to-detail approach (*Teaching* 54-55). This approach involves six steps to guide pupils from a global comprehension of a text to a more detailed one. However, the text has to be read two times in this approach, which is why it is more appropriate for shorter passages than for whole books (*Teaching* 54). The 'lead-in' and 'follow-up' steps of this approach resemble the 'pre-reading' and 'post-reading' stages, while the other four steps could be classified as 'while-reading'. However, this approach is more detail-oriented and in search of a deeper meaning and understanding (Thaler, *Unterricht* 195), which makes it more suitable for pupils with a higher level of language competence.

Thaler further details different approaches for the while-reading stage of reading novels and dramas, as well as for reading poems. For novels and dramatic texts these approaches either concentrate on reading the whole text or just certain chapters, passages or scenes (*Unterricht* 265-266). When the whole text is read, Thaler calls this the 'Straight Through Approach' if the whole text is read at home before a discussion in class (*Teaching* 105). If these class discussions are divided between more lessons, Thaler calls it the 'Segment Approach' (105). Furthermore, there are two approaches which only concentrate on parts of the novel or play. The 'Sandwich Approach' is to discuss certain chapters or scenes, while omitting others (105-106), while the 'Appetizer Approach' is to only discuss an excerpt (106). It is also possible to solely focus on a certain author, period, topic or literary genre, where

more texts are read in excerpts to get an overview (*Unterricht* 265). This is called the 'Topic Approach' (*Teaching* 106). A last approach for novels is called the 'Patchwork Approach', which deals with excerpts and sections of novels from various authors, genres or periods (106). For poems Thaler proposes a more creative approach, as these texts are seen as more difficult and boring by pupils (*Unterricht* 266). For example, two poems could be mixed together, words can be left out or pupils can perform a 'mood reading', where they read the poems in different tones (*Unterricht* 266-267). For all of these approaches Thaler gives a short description as well as 'benefits' and possible 'problems' for the novel/drama methods and 'conditions and aims' for the strategies for poetry (*Unterricht* 265ff).

Another method said to be motivating for pupils, is extensive reading (ER), already mentioned in the chapter about motivation (Day, and Bamford; Jacobs, and Ferrell). The term 'extensive reading' was coined by Harold Palmer, who meant by it the fast reading of books one after the other, with more attention paid to the meaning than to the language (Day, and Bamford 5). Palmer contrasted ER with 'intensive reading', where more attention is paid to details in the text and on a subsequent analysis of them (Day, and Bamford 5). ER therefore is reading a text for the "ordinary real-world purposes of pleasure and information" (5). This is also apparent as one of the aims of ER is "to get students reading in the second language and liking it" (6). The approach involves students actively in the selection process, gives them a wide range of topics to choose from and makes reading for pleasure its goal (8), all of which should be motivating for pupils. Furthermore, students can read their book silent and alone, in their own speed and at their own language level (8), which should make reading less of a chore than in other educational contexts.

As already mentioned, this method can be put in contrast to 'intensive reading', where we "take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analysing, translating, and retaining every expression that it contains" (Palmer 111 qtd. in Day, and Bamford 5). This approach is sometimes used to analyze poetry, but seems to be a little excessive for analyzing a longer text or a whole novel.

Finally, Yimwilai and Savvidou both propose the 'integrated approach' to teaching literature, which uses "relevant ideas from many disciplines or approaches" (Yimwilai 15). Here, "teachers combine a variety of methods, techniques, and technical devices" (14), which should be more beneficial to pupils than the individual

approaches of concentrating solely on the language features, on the cultural context or on the 'personal growth' of pupils through reading (Savvidou 3-4). These models are called the 'Language Model', 'Cultural Model' and 'Personal Growth Model' by Carter and Long (2).

What all of these approaches have in common, is that they are said to be motivating to students in the EFL classroom. The extent to which this can be confirmed by experts in the field, namely language teachers, will be explored and discussed in chapter 6 of this thesis.

3. Educational context for the field study

This chapter will detail the current context for the field study, by analyzing the school curricula for language teaching in Austria, the final exam (the Matura), as well as the university curriculum for English teachers at the University of Vienna. This will help the reader to understand the situations described in the interviews for the qualitative study in the next chapter.

3.1 The secondary school curriculum for English teachers

This section of the paper will detail the curriculum for English for a few school types of secondary school in Austria. A first distinction was made into the three school types 'Neue Mittelschule' (NMS), 'Berufsbildende Höhere Schule' (BHS) as well as 'Allgemeinbildende Höhere Schule' (AHS), with further subdivisions in the appertaining subsections. The section will investigate the incorporation of literary studies in these curricula and the resulting consequences for language teachers for the implementation of reading books and literary texts in their lessons. This information will then be used to reason for the inclusion or exclusion of certain participants in the field study (see chapter 3.2).

3.1.1 The NMS curriculum

In lower secondary school, after completing four years of primary school, pupils in Austria have the choice to attend either a lower secondary AHS (see section 3.1.3) or a NMS. The NMS runs for four years from grade 5 to 8 and afterwards either a BHS (see section 3.1.2), an upper secondary AHS or an apprenticeship can be selected.

There are various NMS schools with a specific focus, for example sports NMS or music NMS. However, their curricula in English are equal, which is why no

distinction has to be made here. The curriculum for NMS (BMBWF, *NMS*) mentions literature in English as one of the ‘familiar topics’ for pupils, as stated in the descriptions of competences of the CEFR (*NMS* 38). Furthermore, the reading competence in the levels A1 to B1 includes the ability to read short and easy texts, which can also include literary ones.

This means that the NMS curriculum allows the inclusion of literature in all grades. However, due to the low language levels of pupils, these texts have to be graded reading material to be understood by pupils. Therefore, I excluded NMS teachers from my field study, because I think that pupils in upper secondary classes will be able to read more diverse texts, thus making materials and methods for them more interesting and more relevant for language teachers in Austria.

3.1.2 The curriculum for BHS

Vocational schools in Austria usually start with the upper secondary classes in the 9th grade, after pupils have finished either a NMS or a lower secondary AHS school. They finish with a final exam, the BHS Matura, which was centralized in 2016 (see section 3.2). Austria has a multitude of vocational school types of various lengths (usually four to five years), each with a different focus, which makes it nearly impossible to include the curricula of all school types in this section. However, with a random sample of curricula I could obtain a sufficient overview of what they contain. The full examination of all the curricula will be left to the reader (for a list of school types as well as more information see BMB, *Befurfsbildend*).

I chose to investigate one curriculum of a ‘Handelsakademie’ (HAK), a ‘Höhere Technische Lehranstalt’ (HTL), a ‘Höhere Lehranstalt für wirtschaftliche Berufe’ (HLW) as well as a ‘Bildungsanstalt für Elementarpädagogik’ (BAFEP, formerly BAKIP) to get an overview of literature teaching in these schools. In the HAK curriculum (BMBWF, *HAK*), literature and literary studies are only mentioned in connection to the working language German (*HAK* 2), even though English is taught in every year and amounts to approximately the same number of lessons per week as in an AHS (*HAK* 8). In connection with the reading competence, only non-fiction reading as well as skimming is mentioned (*HAK* 41). Topics range from general to professionally-relevant (*HAK* 41), which seemingly excludes reading for pleasure entirely.

The curriculum for the HTL (BMBWF, *HTL*) takes a similar direction to the HAK and mentions literature only in connection to German. In the section concerning reading in a foreign language, texts pertaining to the 'general social surroundings' and the 'working environment' of pupils is mentioned, which again does not leave much room for literary studies (*HTL* 7). However, the 'general texts' mentioned in both the HTL and HAK curricula can be interpreted by teachers to include literary texts as well.

The HLW curriculum (BMB, *HLW*) paints a nearly identical picture to both the HTL and HAK curricula. However, in the first and second year, the 'understanding of simple stories' (*HLW* 24) is mentioned, which could point to actual literary studies. In later years this is replaced with 'everyday life and nonfictional texts', which is nearly identical to the curricula of the two aforementioned school types.

The only BHS school curriculum where I could find any mention of literature in connection with the English language is the BAFEP (BMB, *BAFEP*). In all five school years, 'age-appropriate literary texts, which correspond to the interests of pupils' are mentioned as part of the reading competence (*BAFEP* 24). Additionally, in the second year, poems and books are mentioned as reading material (*BAFEP* 26). This is of course no coincidence, as the pupils of the BAFEP train to be kindergarten teachers and therefore need to have a certain basic knowledge about children's books. However, the phrase 'interests of pupils' in the curriculum does point to a more varied range of literature than just books the pupils will later work with for their jobs.

It is nonetheless interesting to see that only one school type of the four BHS schools mentioned here offers any literary studies. This was one of the reasons why I decided to exclude BHS school teachers from my field study. Another one was the many different vocational school types, which make it rather difficult to include all the information about curricula and school forms in this paper.

3.1.3 The curriculum for AHS

The AHS school type is the only one where pupils can attend the same school for eight years from grade 5 to 12 and therefore both for lower and upper secondary school. The difference between the AHS and the BHS is that the AHS does not focus on a specific field of labor the pupils will be proficient in when finishing the school, but rather give pupils a general education that can later be specialized at university.

There are again various AHS schools with a specific focus, like sports or music; however, the English curriculum is not affected by these specifications. Nevertheless, there are two curricula, one for lower secondary and one for upper secondary classes, which will both be considered here.

The curriculum for lower secondary AHS (BMBWF, *Unterstufe*) is identical in wording to the NMS curriculum (see section 2.6.1), at least in the sections pertaining to literature and reading (*Unterstufe* 3-4). This means that literature in a graded form as well as easier texts can be used in the lessons in all years, depending on the language level of pupils. At the same time, the curriculum for upper secondary AHS (BMBWF, *Oberstufe*) is radically different from the BHS and therefore unique in the upper secondary curricula. Not only is literature mentioned directly in connection to the variety of topics being as ample as possible, but also the text types 'story', 'fairy tale' and 'poem' are listed here (*Oberstufe* 4). Furthermore, the reading competence for B2 level includes 'reading contemporary literary texts in prose' (*Oberstufe* 5), which makes the last two years (grade 11 and 12) especially interesting for literary studies. Additionally, it is mentioned that the linguistic competence and lexicon of pupils should be extended by reading literary texts in a foreign language outside of school (*Oberstufe* 3). Therefore, literary studies in upper secondary AHS are not restricted to teaching at school, which gives teachers the possibility of using a wider range of methods as well as giving them more time for literary education. As a consequence, one of the criteria for choosing my participants for the field study was that they are AHS teachers who had taught upper secondary classes at least once in their career (see section 4.2.).

3.1.4 Consequences of school curricula

The consequences of the Austrian secondary school curricula for the implementation of literary studies seem to be dire. On the one hand, there is literary education in lower secondary school, which shows that reading is seen as important for language learners in their first years of study. On the other hand, this notion seems to be lost in the upper secondary BHS schools, except when it is seen favorable for the intended job, as is the case for the BAFEP school type (and possibly other school types where the prospective work will involve education in any form). This sends the message to pupils that only the topics and areas pertaining to their future work are worthy of being studied and therefore reinforces or creates negative attitudes towards reading

literature they may possess. As seen in section 2.2.1, this can have lifelong consequences on their reading motivations and habits and should therefore be seen as a negative development.

The AHS is the only school type continuing literary studies until the end of grade 12. The curriculum decidedly includes these types of education inside and outside of the classroom, which should give pupils enough time with the material to become competent readers and therefore appreciate reading literature even after finishing their education. However, the final exam, the Matura, does not include literature in its current centralized form (see section 3.2.2), which also constitutes issues for the literary education in this school type. For this reason, the Matura is detailed in the next section.

As a consequence of literary studies only being taught at AHS, merely a fraction of pupils over the age of 14 receive any sort of literary education. As seen in section 2.4, this can inhibit the positive consequences of literature teaching like language development, intercultural learning and personal enrichment amongst others (Thaler, *Teaching 23-24*) and therefore have wide-ranging consequences for pupils.

3.2 The English Matura

The Matura in Austria is the final secondary school examination and determines who is allowed to continue to tertiary education. As such, the Matura is meant to assess which skills and abilities pupils possess and therefore have studied before they leave school. This is of course closely related to the curriculum, which is defined as “the set of intended outcomes that we want students to achieve” (Popham). In short, the curriculum or ‘teaching’ is in this case closely linked to the Matura or ‘testing’, and one would assume that the Matura does therefore cover the same content as the curriculum of upper secondary school.

However, the school year 2014/15 saw the first implementation of the centralized AHS Matura for German, Mathematics and languages like English and French in the whole of Austria and the following year the centralized BHS Matura was first performed nationwide (Kogelnik). Before that, there had been various implementations at single schools in the form of school pilot projects to test the new formats. As the following sections will show, this new implementation of the final exam is excluding literature, which was clearly part of the AHS curricula, as seen in the previous section.

Therefore, the following segments will detail the new Matura in comparison with the old system, to show that while literature was still present in the Matura a few years ago, the new system only leaves marginal opportunities to include literature in its centralized form. The following sections will primarily focus on the AHS Matura, which is most relevant to this study. The expert interviews in the following chapter were conducted with AHS teachers to gain insights into the obstacles these teachers faced with the new Matura in connection with teaching literature.

3.2.1 The old AHS Matura in Austria

Before 2015, the general AHS Matura consisted of 3 to 4 written and 3 to 4 oral exams, to be completed by students after attending 8 years of AHS education from age 10 to 18. Students had to take a written exam in German, Mathematics and a living foreign language, whereas they could choose the other exam subjects themselves. Due to a lack of materials detailing the old Matura system as well as the great amount of autonomy the class teachers had in the design and implementation of the exams, the following paragraphs only represent my understanding and experiences with this system at my old school, and are therefore without guarantee of validity for all of Austria.

Due to English being the first foreign language in most schools, usually a majority of students decided to take the written and also the oral exam in this language. At first, the written English exam only contained the actual writing of a longer text to a given topic. Later, this was accompanied by a listening comprehension activity, where pupils had to answer questions in written form or by ticking the right answers in a multiple choice (MC) format. The topics and listening comprehension activities were composed and assessed by the class teacher, which made it easier for them to pick a topic the class had previously analyzed together or were interested in. This gave teachers more autonomy, which enabled them to design topics with a literary background about books or other literary texts the class had previously read or worked with. There was of course no obligation to include literature; however, the possibility was given and due to the usually frequent readings, especially in upper secondary classes, often taken.

The oral exam consisted of two questions out of a list of topics given to the pupils by the teacher beforehand as well as one question to a specialized topic chosen by the pupil. The list of topics for the first questions and the quantity thereof

were again solely dictated by the class teacher, which enabled them to pick topics they had previously worked on. Usually, the quantity of topics also depended on the number of pupils choosing to take the oral exam. In both the cases of the general as well as the specialized questions, the possibility for a literary topic was given, while not obligatory. Additionally, most class teachers chose to let pupils decide on an obligatory reading list with 5 to 10 book, from which they could then pick a question more easily. For many amongst the teachers I have spoken with over the years, this was a popular way of including literary studies into the oral Matura.

3.2.2 The centralized AHS Matura

To obtain a more comparable and fair final exam for all pupils in Austria, the centralized Matura was implemented in 2015 in all AHS schools. The objectives for this new format include more transparent and comparable exam requirements as well as more objectivity in the assessment (BMBWF, *Reifeprüfung*). All of the activities aim to further general as well as specialized competences for all subjects and the uniformity in testing should bring about an easier comparability of the acquisition of these competences amongst countries in Europe (*Reifeprüfung*).

The general format of the Matura did not change in major ways compared to the old system. The pupils still have to pass 3 to 4 written as well as 2 to 3 oral exams as well as write a paper of about 15 pages, called the ‘prescientific paper’ or ‘prescientific study’ (vorwissenschaftliche Arbeit (VWA)).

3.2.2.1 The ‘prescientific paper’ (VWA)

This VWA is similar to the ‘specialized field study’ (Fachbereichsarbeit (FBA)) of the old system, where pupils could write a paper in one of the subjects where they also sat for an oral exam. In the new system, the VWA is a mandatory part of the final exam, but not necessarily linked to a specific school subject, as long as the mentor teacher is of the opinion that he or she can supervise the proposed topic. The term ‘prescientific’ indicates that while pupils should follow academic standards of writing, they do not have to actually perform a scientific study and should merely collect information about their topic. This VWA allows the pupils the possibility of including literary texts as well as writing the paper in English as long as the mentor teacher agrees to it; however, most VWA’s are written in German, because it is the general teaching language in Austria.

The whole VWA process is finalized by an oral presentation of the paper in front of an examination board (Kulnigg 4), which can again be performed in English as long as all of the board members agree. Similar to the old system, the assessment of the paper as well as of the presentation is in the hands of teachers and therefore still not centralized.

3.2.2.2 The written English Matura

The next stage of the exam is the written part, which saw the most changes in comparison to the old system. Since 2015 all AHS schools have the same Matura at the same time for all students, i.e. is fully centralized. The activities are designed by the BIFIE, the ‘Bundesinstitut für Bildungsforschung, Innovation und Entwicklung des Bildungswesens’, which is also involved in various other activities concerning the implementation of the centralized Matura in Austria (BIFIE, *Grundlagen* 11-12). The new format includes the four sections ‘listening’, ‘reading’, ‘writing’ and ‘language in use’, which are weighted equally and assessed accordingly (*Grundlagen* 24-25). The BIFIE published the following grid including both the AHS as well as the BHS Matura format, for a better understanding of the framework conditions (*Grundlagen* 26).

Prüfungsteil		Dauer	Teilaufgaben	Gewichtung	Mögliche Testformate/Textsorten
Leseverständnis	AHS	60 Minuten	4	1/4	Multiple Choice, Zuordnungsaufgaben, Kurzantworten, Wortbildung, Editieren ...
	BHS	60 Minuten	4	1/3	
Hörverständnis	AHS	B1: max. 40 Minuten B2: max. 45 Minuten	4	1/4	
	BHS	B1: max. 40 Minuten B2: max. 45 Minuten	4	1/3	
Sprachverwendung im Kontext	AHS	45 Minuten	4	1/4	
	BHS	-	-	-	
Schreiben	AHS	B1: 125 Minuten B2: 120 Minuten	2	1/4	Texte argumentativer, narrativer und deskriptiver Natur, z. B. E-Mail, Bericht, Blog ...
	BHS	B1: 200 Minuten B2: 195 Minuten	3	1/3	

Table 1: The written centralized Matura system in Austria

This table shows that there are 4 activities for the sections 'listening', 'reading' and 'language in use', and 2 texts to be written in the 'writing' section. The length of each section for the Matura in English is referred to here as B2, indicating the language level of the Common European Framework of Reference for Languages (CEFR), which the pupils should possess to pass this exam. The B1 levels mentioned in the table are for languages like Spanish and Italian, which are usually only taught for 3 years in upper secondary school (SRDP, *Fremdsprachen*). Also apparent in the table are the possible answer formats of MC, matching, short answers, word formation, editing and others for the receptive skills and 'language in use'. In other words, although there is a 'reading' section included in the exam, it is only concentrated on testing competences like 'reading for gist' or 'reading for specific information' and not on any analytical or argumentative competences done in writing after reading a text, literary or otherwise. The written texts should be argumentative, narrative or descriptive and should follow the text type characteristics for essays, e-mails, article, blog or report (*Fremdsprachen*). However, as there are no passages of text included in the prompts for writing, there is again no possibility for any questions concerning literary studies. Further new characteristics of the AHS Matura are that dictionaries are no longer allowed and that the pass rate was raised from 50% to 60% from the old format (Brühl). Pupils are still assessed by their class teachers; however, they have to follow an answer key of possible correct and incorrect answers, which takes away some of the autonomy of teachers in return for a more fair and objective assessment. For the written part, teachers have to assess pupils with an assessment scale (in the case of English for B2 level) on the four dimensions 'Task Achievement', 'Organisation and Layout', 'Lexical and Structural Range' as well as 'Lexical and Structural Accuracy' (BIFIE, *Scale 8-9*). In theory, this scale allows for more subjectivity than for the other exam sections; however, with sufficient training of teachers in that regard, this problem should be minimized.

What is not directly mentioned in any of the above-quoted publications, is the consequences of the new centralized Matura on literary studies at school. It is apparent that the implementation of literary texts in the written part of the Matura can only be possible and fair, if all of the pupils taking the exam have the same background knowledge about literature. This in turn would only be possible, if every class would read exactly the same books, which would necessitate a book list as part of the curriculum for English teachers. Interestingly enough, in German such a list

has been proposed by authors, who fear that the centralized Matura (in German) does not allow for enough literature anymore. These authors joined together and composed a list of about 200 books and sent them out to schools (Fabry). To this day, no similar project has been started for any other language, even though the BIFIE allegedly already appointed an expert group to look into these matters (although again mainly concerning German) (Kogelnik).

3.2.2.3 The oral English Matura

The oral English Matura was also centralized for the new system; however, schools and teachers can still partake in the creation and design of the actual questions posed to their pupils. The 'Bundesministerium für Bildung und Frauen' (BMBWF) published a list of 24 topic areas for all AHS schools, ranging from 'relationships and social networks' to 'rules, regulations and laws' (13). According to one of my interviewees, these 24 topic areas have been shortened to only include 18 for the school year of 2017/18 (see transcript for interview 5 in the Appendix); however, I could not find any official source to confirm this information at the time of writing this paper.

For all of the topic areas, 2 questions have to be designed. To be able to do this in a way that is as uniform as possible across all of Austria, teachers have to follow a guideline of parts that have to be included as well as descriptors being mentioned in the text (BIFIE, *Grundlagen* 14-15). Each question is divided into two parts, the monological one, where students have to speak about the topic for 5 minutes, as well as the dialogical one, where pupils have to participate in a conversation with their teacher to obtain a certain goal in 10 minutes. The possibility to perform the dialog with a colleague from their class is no longer given for pupils, as was the case in the pilot phase for the centralized Matura in some schools (Sturn).

As is apparent from the list of topic areas, no literary texts are mentioned directly. This is once more justifiable with the near impossibility of reading the same books in the whole of Austria without a reading list, as already mentioned for the written exam part. However, pupils are also not discouraged from mentioning literary works, meaning they could include books and other literary texts in their arguments, if they wanted to. The bigger problem for teachers could here be the implementation of all of the 24 (or 18) topic areas into their lessons and still having time to include literature.

3.2.3 Consequences of the centralized Matura format

The centralized Matura format for sure has many upsides from the old format. First of all, the competences 'listening', 'writing', 'reading' and 'language in use' as well as 'speaking' are tested in an approximately equal amount, which is surely an improvement from the old system, which was primarily concentrated on writing and speaking in the two exam parts. This means that 'reading' as a competence, with all its sub competences is now tested, which surely gives reading in general, and as a consequence hopefully also reading literature in specific, a greater importance for pupils and teachers alike.

However, it is a rather negative development for literature teaching that books and other literary texts do no longer find their place in the Matura as much as in the old system. Especially considering that the written part, where literature now is virtually nonexistent, is the exam type taken up by more pupils than the oral exam, where pupils at least have the possibility to include literary texts in their conversations. This to me could be seen as a message to pupils and teachers that literature is no longer a necessary part of the Matura and therefore should no longer be an essential part of the language classroom. This surely dampens the aspirations of young teachers coming from the university, where several courses are still dedicated specifically to literary studies. The fact that these courses are seemingly getting cut more and more as well, is another problem, which will be looked at in the next section.

3.3 The curriculum for English teachers at the University of Vienna

The curriculum for prospective English teachers at the University of Vienna has seen various changes over the last years. In 2011, the curriculum was renewed to include the new form of the Study Entrance and Orientation Phase (STEOP) (Universität Wien, *Alt*) and in 2015 the whole system was changed from a Diploma curriculum of 9 semesters to a Bachelor's degree of 8 semesters (Universität Wien, *Bachelor*) as well as a Master's degree of 4 semesters (Universität Wien, *Master*).

Even though the new system has 12 semesters, which is an increment of 33%, the courses focusing on literature and literature teaching seem to decrease at the same time. The following sections will detail the literature courses in both curricula as

well as the consequences this decrease in literary study courses could imply for the future of literature teaching.

3.3.1 The discontinued Diploma curriculum at the University of Vienna

The Diploma curriculum of 2011 (Universität Wien, *Alt*) included seven courses pertaining to literary studies as well as one didactics course in this direction. Four of these courses were counted towards the first stage of the degree, whereas the other three as well as the didactics course were included in the second stage.

Beginning directly after the STEOP, the lecture 'Introduction to the Study of Literature' established a literary basis for students already in the first or second semester of studies. Here, a survey about the genres drama, prose and lyrics was given as well as examples for each category. In later semesters, the two lectures 'Literature Survey 1 and 2' introduced the historical side of literature, to give an overview of different periods and the literature that belongs to them. The last literature course of the first stage, the 'Proseminar Literature', was then the first to involve students by writing critically about the course topic. Here, the topics varied as the lecturers and students could choose among different topics for the Proseminar.

The second stage of the degree included more hands-on courses like the 'Literature Seminar' as well as the 'Literature course'. Both of these involved a selection on the students' side, as well as some written seminar paper or homework assignments to critically connect with the literature. The same was true for the didactics course 'Literature and Culture in the EFL classroom', which usually involved both literature and other media in equal parts. The last lecture about literature, 'Literatures in English', would then elaborate on a specific topic as well.

All in all, 15 of the 65 semester hours per week of the whole curriculum were concerned with literary studies, which is a percentage of 23% and therefore nearly a fourth of the course load for the whole degree. This is also in accordance with the literary competence being one of the five major competences that should be obtained with this degree (*Alt 2*).

3.3.2 The new Bachelor and Master curriculum at the University of Vienna

In the university year 2015/16, the curriculum for prospective teachers at the University of Vienna was changed from a Diploma to a Bachelor's (Universität Wien, *Bachelor*) and Master's (Universität Wien, *Master*) degree. This means that future

English teacher trainees need eight semesters to get their first degree and four further semesters for finishing their studies, which is an increase of three semesters compared to the old system.

However, the increased workload for the Bachelor program (a Bachelor's degree outside of the teacher training program is only six semesters long) was implemented to give prospective teachers the chance to start working directly after attaining this degree (Neuhauser). This means that young teachers could either work on their Master's degree while working at the same time, or they could simply stop university after the Bachelor's degree. Only the future can tell which option will be implemented more often; however, if teachers with only a Bachelor's degree turn out to become the norm, this will inevitably lead to less teacher education and should therefore be observed critically.

3.3.2.1 The Bachelor's degree

Turning now to the literature courses offered in the Bachelor's and Master's degree, it is apparent that literary studies diminished from the Diploma degree, even when students decide to stay the full 12 semesters at university. In the Bachelor's degree, there are 4 or 5 courses concerned with literature, depending on the choice of Modules. Beginning with the STEOP, the course 'Introduction to the Study of Literature and Culture' combines two former courses into one, which presumably cuts the literary studies for this course in half from the Diploma degree. The courses 'Introduction to Information and Research Literacy' as well as the 'Proseminar Literary Studies' are concerned with the critical examination of literary texts and how to work with them in an academic context. This means they are an apparent extension of the former 'Literature Proseminar', which was only two semester hours per week and is now three hours in the Bachelor program, an increase of 50%. However, this is the only increase, as there is only one course 'History of Literatures in English', which is again a diminished form of the previously two 'Literature Survey' courses by 50%. There is one literature course in the program, called 'Literature for Language Teachers'. However, this course has to be chosen by taking the Module 'Aufbauwissen Literatur und Cultural Studies' over the second option. This means that university students can deselect this course.

To summarize, only 7 (or 9) of the 48 semester hours per week of the Bachelor's degree fall into the category of literary studies. This solely amounts to

14,6% (or 18,75%), which is a clear decrease from the 23% of the Diploma degree. However, the curriculum for the degree states eight competences students should have mastered after finishing it (Universität Wien, *Bachelor 2*), which explains the shift in focus away from literature to accommodate all of the competences in equal parts.

3.3.2.2 The Master's degree

Due to the condensed form of this degree (Universität Wien, *Master*) into four semesters, there are only seven courses in total, apart from writing the Master thesis. This means that only one literary course would already fulfill the quota of 14%, which would be a nearly equal extent to the Bachelor's degree. In fact, there are two courses about literature in this program, namely 'Literature 1' and 'Literatures in English'. Both approach literature from a critical viewpoint, so that students will be able to apply them in a school context. However, it is only possible for students to elect one of these courses, as they are pooled in one Module. As a matter of fact, it is even possible to select neither of the courses, and to choose a cultural or media studies course instead. This means that the semester hours per week pertaining to literary studies in the Master's degree only amount to 2 (or even 0) out of 15 hours. This is an even less percentage than for the Bachelor's degree, with only 13,3% (or 0%) of the total course load.

Of course, there is always the possibility to choose a literary topic for the Master thesis (or the Bachelor thesis for that matter). However, this is also true for the Diploma degree, which is why it is not included here. Furthermore, the free electives are excluded from these calculations as well, as there is no obligation for students to pick any courses related to literature there.

3.3.3 Consequences of the new university curricula for English teachers

The decrease from 23% in the Diploma degree to 14,6% (or 18,75%) in the Bachelor's degree and a further decrease to 13,3% (or 0%) in the Master's degree, results in a decline in teacher education in literary studies. Considering how important the practical tips and training attained at university are for prospective AHS teachers (see section 5.5 for opinions in the expert interviews), this decline could have a major negative backwash effect on literary teaching at school.

This in turn could quite possibly effect pupils reading attitudes and habits, which sometimes only increase due to experiencing the pleasure in reading they have to do for school. Additionally, this could mean that if less literature is introduced at school, pupils will probably read less at home, due to the competition amongst leisure activities as well as less encouragement for reading coming from teachers. Studies have proven that reading less leads to a lower competence in reading, which in turn is discouraging and therefore leads to more negative attitudes towards reading (Thaler, *Teaching* 53). And these pupils will then grow up to possibly become English language teachers learning even less about literature at university, which continues the downward spiral.

However, what has to be kept in mind is the tight framework of the curriculum in place due to the implementation of the Bologna process, which aims at more conformity and therefore greater mobility between universities in Europe (Froment 9). Therefore, an increase in literature courses would mean a decrease in other language areas, which poses a further challenge when considering to change the current curriculum.

Further consequences and possible implications for the university curriculum for prospective language teachers will be considered in chapter 6 of this paper, where these initial reflections will be highlighted again in connection with the results from the expert interviews.

4. The field study

This chapter of the paper will detail the field study conducted for my thesis. The research questions, the participants of the study, the methods used as well as the piloting of the study will be addressed in the next sections before moving to the actual implementation of the study. In further chapters, the results of the study will be used to answer the posed research questions and to allow for a discussion of possible implications for language teachers as well as lecturers of university literature courses.

4.1 Research questions

During the initial phase of my project, I tried to answer the following questions: Do pupils at school still like to read in this time of new technologies? And, what are their attitudes and motivations for reading? Due to the bureaucratic difficulties in Austria to

obtain data directly from pupils at school, I was forced to change my focus away from questioning students directly and therefore asked language teachers as experts of their pupils instead.

Following Dörnyei's guidelines for interviews (137-138), I reformulated my research questions and arrived at the following ones:

1. What are the attitudes of Austrian language teachers towards reading literature in the classroom? Did these attitudes change due to university courses concerning literature? What were the expectations of prospective language teachers concerning literature courses at university and if and to what extent were these expectations satisfied?
2. What are the reading habits of language teachers and their motivations for reading in English? When they think back to their own time at school, what were their intrinsic and extrinsic reading motivations? Have these motivations changed now that they are studying to becoming language teachers or are already teaching English?
3. In how far is the centralized Matura affecting their teaching of literature now? Do they think the effects of the Matura will lead to less teaching of literature in the future?

These initial questions were later rephrased and translated into German for the guideline-based expert interviews. The interviews were also expanded with sub-questions and additional general questions about the participants to start the interview more comfortably for the interviewees. The questions were then grouped into the three categories 'private reading habits and attitudes of language teachers', 'teaching literature in the EFL classroom' and 'the influence of university courses on these matters' (for the German questions see the Appendix). An initial question about the career path of interviewees provided me with additional information about length and depth of teaching experience. Furthermore, the last question about anything the participants would like to add, gave interviewees the opportunity to expand on any question as well as to add new perspectives about teaching literature not covered by the interview questions before.

4.2 Participants

To answer the above mentioned research questions, six guideline-based expert interviews were conducted over the course of two months. The participants for these

interviews were carefully chosen to bring as much diversity and experience to the field study as possible. Therefore, I employed both a 'criterion sampling', as well as a 'maximum variation sampling' (Dörnyei 128). This means that I chose participants with regard to certain general criteria they all had to fulfill, while at the same time trying to get as many different experiences as possible from them.

First of all, I contacted language teachers at AHS schools, because as chapter 3.1 shows, these types of school are the only ones with literature teaching actually mentioned in their curricula (BMBWF, *Oberstufe 4*; BMBWF, *Unterstufe 3*). This, of course, does not mean that literature is exclusively taught at these schools; however, by choosing AHS language teachers for my study, I thought I had a greater chance of teachers actually practicing literature teaching than with a random selection. All of the teachers had taught upper secondary school at some point in their career, which again provided them with more possibilities for teaching literature, in my opinion.

The second criterion for my selection was a wide range of teaching experience. My interview partners were teachers in their third year of teaching to teachers with more than 30 years of experience. This range of experience provided me with more diverse answers in regard to the types of literature and the activities the teachers were doing in their lessons as well as about what kind of literature courses they have done at university. Most of the participants in my study were still studying at the Department of English and American Studies at the University of Vienna, while at the same time teaching at school, which provided me with their rather unique perspective on both teaching and learning about literature.

Four of the interviews were conducted with women, and two with men. This might seem like an underrepresentation of the male voice in these matters; however, my study actually represents a higher percentage of men than is the reality at the University of Vienna, where men do not nearly compose one third of prospective English language teachers, but rather less than a quarter, with 24.4% of students (Universität Wien, *Gender 12*). This amounts to about 12% less men studying English than the average of students in teaching studies (*Gender 12*). The same is also true for English language teachers finished with their studies, where the numbers are even more slanted towards female graduates with solely 9.5% of degrees in the teaching department of English and American studies of the University of Vienna being finished by men (Universität Wien, *Gender 22*). This does not even accumulate to a tenth of graduates being male, which is 20% less than the average of graduates

in teacher studies of the year the data was published (*Gender* 22). However, I felt that choosing only one man could be problematic when it comes to specific statements that might be related to gender. After conducting all the interviews however, I did not feel like having to mention the gender of my participants would add anything to my study, as this would very likely rather lead to gender bias, which should have no place in this thesis.

All of the interviewees do or did at some point study to become an English teacher at the Department of English and American Studies of the University of Vienna. This was a deliberate decision, so that I could consciously compare the changes in curricula for one department at one university. Furthermore, as I myself am a student at the same department, I have more insights about these literature courses than I would have for any other university. Due to these reasons as well as proximity convenience, participants that teach in schools in or around Vienna were chosen for the study.

Five out of the six interviewees have German as their mother tongue, with the sixth being a native speaker of English. This was not a deliberate decision from the start; however, it did only alter my procedure as I conducted my interview in English with the native speaker (for more about the procedure of the interviews see section 4.3). Other than having another mother tongue, the native speaker fulfilled the other criteria of my selection, which was why he was still included in my study.

Finally, age of the participants was not a determining criterion for their selection; however, I tried to find a sample representing a wide range of teaching experience, which of course coincides at least in part with age. Three of the participants, namely A, B and F, are currently in the 20-30 age range. B and D are between 30 and 40 years old, while E is between 50 and 60. The reason for the participants being generally younger is connected to the fact that I searched for interviewees with ties to both university and AHS schools.

The decision to conduct six interviews stemmed in part from Dörnyei, who wrote that the main aim of qualitative sampling should be to “find individuals who can provide rich and varied insights into the phenomenon under investigation so as to maximize what we can learn” (126) and that “the iterative process should go on until we reach saturation” (127). This meant that once I had found a definition for my representative sample, I had to conduct as many interviews as necessary to obtain enough information about the issues to be able to answer my research questions

satisfyingly. On the other hand, the process was limited to a certain timeframe in which one person can conduct and analyze the interviews. Therefore, I settled with my mentor on conducting 5 to 7 interviews, which turned out as the six interviews to be found in the appendix as well as one pilot interview.

4.3 Methods

As already mentioned, six guideline-based expert interviews were conducted in single sessions (Dörnyei 134-135). To select my sample participants and to formulate my interview questions, I followed Dörnyei's guidelines for qualitative data collection. For the sample selection, I chose 'criterion sampling', as well as a 'maximum variation sampling' (128). The questions were chosen in a way to allow for a semi-structured interview, where the interviewees could elaborate on answers to open-ended questions, while at the same time the interview questions stuck to a certain structure (136).

An initial question about the career paths of the interviewees in teaching English was posed to get the participants to talk about themselves and therefore be more relaxed for the rest of the interview. Following this first question, the next part of the interviews was concerned with literature teaching and what methods the interviewees used or thought they might use in the future. Additionally, questions about the importance of literature teaching, which genres seemed more motivating for pupils and if they thought students read more or less than 10 years ago, were posed. Finally, the question about the centralized Matura and whether it does now and will influence literature teaching in the future concluded this first part of the interview.

The second part of the questions was concerned with the interviewees themselves. Questions in this section dealt with reading habits, reading motivations and reading attitudes of the teachers and if and how they might have changed over time. Again, the question was posed, if there are or were any genres more motivating for them to read, both in school and in their leisure time.

The third and last big part of the interview was then concerned with the literature courses at university. Questions here related to expectations about such lectures or courses and whether they were fulfilled. Additionally, the question if these courses have or had any influence on the teaching of literature in the EFL classroom, was posed, to analyze, if literature courses at university might have to change their syllabus to be of more use for future language teachers.

Before each interview, the participants were informed that the interviews would be recorded and later transcribed. They learned in these pre-interview talks that the interviews would be treated anonymously and that the recording would be deleted after the transcription was completed. They were also informed that should they incriminate themselves or their schools in any way during the interviews, these parts of the recording would be changed in the transcript, to preserve their anonymity. Of course, it was also possible for the participants to resign from the interviews or from appearing in the thesis at any point of the process without having to state any reasons for their actions.

4.4 Piloting the study

Before starting the field study with the six expert interviews, the study was piloted. One person, who fit into the profile of the later candidates and also fulfilled all of the abovementioned criteria for appearing in the study, was interviewed in this pilot phase of the study. This was done to gain insights into possible weaknesses of the interview questions as well as practicing the whole process of conducting an interview. For example, it is important to learn how to arrange the recording device to record both voices of interviewer and interviewee in the best way, or how loud to speak to be clearly intelligible by the interview partner, while at the same time still sounding natural. Additionally, it is vital to write all the questions and possible sub-questions down on a piece of paper, to be able to stick to the structure and to not forget any important questions.

The initial questions proved to be quite sufficient and only needed some rephrasing; however, I had trouble formulating and paraphrasing the written questions in a way that sounded natural and not like I read off the page. Additionally, I felt in this initial interview, that I was talking too much, which in turn diminished the speaking time of the interviewee. The only questions added after the pilot interview were the ones about the influence of the centralized Matura on teaching literature and if and in what direction the reading habits of pupils have changed over the last 10 years. They were added after my pilot interview partner suggested adding them to all of the interviews, not just to the ones where the opportunity arose out of the conversation.

4.5 Recording the interviews

The interviews were recorded with a Philips Voice Tracker. This device records different sessions as different files, which are downloadable as .mp3 files to another device or computer. Recording the interviews in this way gave me the opportunity and time to have a real conversation with my interview partners and not to have to write down everything they have said while they speak. In this manner, I was also able to transcribe the actual spoken phrases and sentences of the interviewees and not just a paraphrase in my own words.

The Philips Voice Tracker is not only easy to handle, but also allows for a facilitation in transcribing the conversations. The device has a feature, where the speaking speed can be lowered, which helps with transcribing fast spoken sections in the recordings as well as to filter out unwanted background sounds interfering with understanding the conversation. Therefore, the recording and subsequent transcription of the interviews was a relatively easy part of the work for the field study.

4.6 Transcribing the interviews

The recordings were transcribed after each interview, so that the results could be summarized and analyzed more easily. The transcripts themselves were written down in interview form, with one capital letter signifying each participant in the conversation. At first I assigned each person the first letter of their first name. However, to keep the interviews anonymous, I later chose to simply assign the letters A to F (which is the order of interviews) to my interview partners, to still be able to discern them and to also give the reader a simpler method to find the mentioned sections in the transcript. These transcripts can be found in the Appendix.

To further facilitate the reading of the results section, the interviews were numbered from one to six in the order they were conducted, which is also indicated at the beginning of each interview. The interviews were not conducted in any particular succession, but solely based on availability of the interviewees. This chronological order of interviews is also the sequence in which they appear in the Appendix. Furthermore, the lines of the interviews were numbered and quotations from the interviews will indicate the number of the interview as well as the lines in which the statement appears in.

As mentioned before, the interviews were transcribed in the language they were conducted in. This means that only one interview was performed in English, with the

other five in German. The language in the transcripts was rendered as close to the original as possible, which resulted in some colloquialisms entering the transcripts; however, no specific linguistic transcript guidelines were followed, as only the content of the interviews was important for the results and not the actual language use. Language chunks or trains of thought were separated by commas and thought pauses by three dots.

5. Results

In this chapter of the thesis I will gather and analyze all of the data of the six expert interviews pertaining to my research questions. For more clarity, these results will be separated into subchapters for reading attitudes, motivations and habits of teachers as well as their views on the new centralized Matura and the university courses they attended. The chapter will then be rounded off with an analysis of the approaches applied in the experts' classrooms, which the teachers found to be most motivating to their pupils.

All of these results will furthermore be compared and contrasted with already existing data from previous studies. This will enable the reader to gain insight into the challenges current language teachers are facing in Austria when they are trying to introduce literature studies in their classrooms and the methods they can employ to do so. Additionally, in the next chapter, these results will then be applied to possibly change the detrimental path that language classrooms and university courses are on regarding literature in reaction to the data found in this study. However, due to the brevity of this paper, and the intricate nature of qualitative studies, no claims of completeness in these matters can be made, which is why there will be a short section about limitations of this thesis and a future outlook on possible further studies that could extend the information gained in this paper.

5.1 Reading attitudes

This section of the field study will analyze the attitudes of the interviewed language teachers themselves towards literary studies in their classrooms as well as what they were able to gather about reading attitudes of their pupils. These responses will then be grouped and analyzed according to the factors influencing reading attitudes mentioned in chapter 2.2.2.2.

5.1.1 Reading attitudes of language teachers

The general attitudes of teachers towards teaching literature in the classroom were positive in five of the six interviews. Only F mentioned that he did not favor literary studies at school, because he thought that better times and places to read existed outside of the lessons (Interview 6, 20-21). This means that while he did not say that literature should be excluded from the classrooms in its entirety, he nonetheless felt that the language lessons should deal with different areas of English language teaching and should leave literature as a leisure activity for pupils.

As reasons for his negative attitudes he named the historical context of many literary studies classrooms, which he thought was no longer 'real literature teaching' and should therefore be excluded from these lessons (Interview 6, 23-33). He went on to name books with only 'real connections to the past' as further literature not suitable for the classroom due to these issues lying outside of the experience realm of pupils (Interview 6, 48). Finally, he mentioned that literature should include a positive experience for pupils, which he thought was impossible due to the reading in class being compulsory and therefore not enjoyable (Interview 6, 74-75). Interestingly, this is also one point mentioned by C, who also thought compulsory reading was less enjoyable (in this case in connection with her own reading attitudes) (Interview 3, 92-93).

The reasons for positive attitudes by teachers A to E were wide ranging. A mentioned the positive influence reading can have on the linguistic skills (Interview 1, 130-138), while B enjoyed the stirring of imagination that comes with reading a novel (Interview 3, 90-91). Furthermore, B spoke about the importance of literature for a historical and cultural general knowledge of pupils (Interview 2, 36-37, 99). They also generally thought that it was important to be a role model for their pupils and therefore saw literary studies as a means to show students that reading is a worthwhile activity, which pupils would otherwise probably not practice without any input of teachers (Interview 2, 128-130; Interview 3, 52-57). This positive influence on language skills as well as on the imagination and knowledge of pupils coincides with the findings of Thaler (*Teaching* 23-24) and Fricke and Glaap (9-10) respectively, as mentioned in chapter 2.3, while the motivational value of role models is an important factor for Jacobs and Ferrell (53-59).

Interestingly, even though F had negative attitudes towards teaching literature, all experts had extremely positive attitudes towards reading themselves (Interview 3,

53; Interview 4, 91). They named enjoyment of reading as their most prominent reason for reading (Interview 2, 155; Interview 3, 92; Interview 6, 74-75), while also mentioning reading for knowledge (Interview 4, 93-94) and to broaden one's horizon of experience (Interview 5, 111). Additionally, they all mentioned to enjoy reading in their L1 as well (Interview 2, 160-161), which proves that this factor can in fact have an influence on reading attitudes in the L2 (in this case English). Of course, six participants are not enough to get conclusive results in this matter; however, a clear trend can be observed from my interview partners.

In connection with 'role models' as a factor influencing their reading attitudes, four participants mentioned parents, with A furthermore naming her language teacher. The parents provided a positive reading influence by actively engaging in reading themselves (Interview 2, 164-165), reading aloud to their children (Interview 4, 91-92) or as motivating factors encouraging their children to read (Interview 3, 88-89). This last factor was also mentioned by A in connection to her English teacher in secondary school (Interview 1, 97-99). It is interesting that although only one interviewee named the teacher as an influence, two further participants - namely B and C - think that the attitudes of the teacher are affecting the pupils and should therefore be as positive as possible (Interview 2, 128-130; Interview 3, 52-53). This again coincides with findings by Jacobs and Farrell on role models as motivators (53ff).

One interesting anomaly in connection to the reading attitudes was that D stopped reading altogether, when he was in puberty (Interview 4, 92) and only later picked up reading again. This behavior was not detected in any other interviewee and considering D is male, it is a thought-provoking action. It goes also in accordance with studies suggesting that male pupils are generally reading less than their female peers (Schwabe, MeElveny, and Trendtel 219) as well as remarks by D indicating that he has observed this phenomenon himself (Interview 4, 67-68). When considering that the second male participant in the study was F, who, while reading at home, did not participate in school activities around reading literature (Interview 6, 78-80), this supports the notion of a general trend of males feeling less motivated to read, at least at a young age. Although they named different reasons for their lack of positive reading attitudes in puberty (D mentions that other activities seemed more worthwhile and F rebelled against the system of 'having to read' at school), it is

nonetheless worthwhile for language teachers to think about strategies allowing them to better reach their male pupils, as was also suggested by Thaler (*Teaching* 67).

5.1.2 Reading attitudes observed in pupils

Turning now to the observed reading attitudes of students, it was surprising how diverse the answers to this question turned out to be. On one end of the spectrum, E praised the positive reading attitudes of her pupils, saying they were not only actively working with literature in the classroom, but also apparently enjoying it to a great extent. Some of them would even ask what would be read next in school and what would be considered the right language level for reading at home (Interview 5, 46-57). To a slightly lesser extent F shared this opinion of generally positive reading attitudes in young people. He mentioned that the way pupils read nowadays and what they read could be subject to change (Interview 6, 58-66), meaning that more pupils will probably read texts online or as E-books in the future, while not judging this development to be positive or negative. A and D thought there was generally a mixture of attitudes, going in both the positive and the negative direction (Interview 1, 50-51; Interview 4, 65-68). For example, A named bad time-management and lack of work attitude as possible factors for why some of her pupils were not able to hold their presentations, while others were enthusiastic about the books and therefore did well in the assignment (Interview 1, 66-68). Finally, both B and C saw reading attitudes of pupils rather at the negative end of the scale, with C even going so far as to call reading 'one of the least popular leisure activities' nowadays (Interview 3, 68-69). C went on to name lack of time, missing interest and a lack of ideas about where to get good reading material from, as factors for this development (Interview 3, 69-74). B on the other hand, accuses their pupils of looking at their Smartphones all the time and not showing interest in anything outside of their phones (Interview 2, 117-118).

This last factor, the change in 'environment' surrounding reading in connection with portable electronic devices, was also mentioned by F (Interview 6, 63), who thinks that pupils nowadays read differently (Interview 6, 58), meaning that they read more online and as E-books. B shares this view, because she thinks that these devices allow pupils to get information everywhere they go, which was not possible even a few years back (Interview 2, 110-118). Both mention that electronic devices do not actually prevent pupils to read; however, B thinks that the reading material is

probably different and maybe not valuable from an educational standpoint (Interview 2, 118). Interestingly, B and F are both part of the 'younger generation' of my participants, which shows that age was in this case not a deciding factor for their rather technophobic views. In contrast to these views, the study by Larson shows that electronic devices can have a positive influence on reading attitudes and motivations (280-281) and should therefore not be considered a 'bad influence' on pupils.

Finally, all participants mentioned that it is important, in their eyes, to include pupils in the 'selection' process to varying degrees when choosing literature for the classroom (for example Interview 2, 61; Interview 5, 75-76). More information on the literature selection, the process and the expected response from pupils will be detailed in chapter 5.6, which talks about the approaches teachers apply and that are, in their opinion, most motivating and therefore increase positive attitudes in pupils as well.

To summarize, the majority of teachers participating in the field study was in favor of literature teaching at school, and had positive reading attitudes from a very early age onwards, also in their L1. This trend seems to be mostly connected to parents as role models rather than language teachers. Concerning reading attitudes of pupils, the experts could not come to a single conclusion, which points to a great diversity in this regard. This diversity is probably also depending on the school district, the focus of the school program and the clientele of each location. However, due to these factors not being explicitly mentioned in the study, no further conclusions can be drawn at this point. In contrast, the 'gender age gap' and the influence of electronic devices on reading attitudes were mentioned multiple times, which provides ample reason to include them in chapter 6.1 on implications that certain factors can have for language teachers.

5.2 Reading motivations

The teachers participating in the expert interviews for the field study mentioned both intrinsic as well as extrinsic reading motivations as reasons for why they read now and have been reading when they were younger. This section will detail and analyze these motivations as well as what teachers thought their students motivations were comprised of.

5.2.1 Reading motivations of language teachers

Interestingly, while all teachers named intrinsic reading motivations, namely enjoyment of reading, as a major motivation for their own reading (for example Interview 2, 155; Interview 3, 92), they almost exclusively named language competence as an important factor for why their pupils should be motivated to read (Interview 1, 87-88; Interview 4, 35-37). While one could argue that learning a language and therefore being able to communicate better with others is intrinsically motivated, I actually think that the praise pupils get for speaking a language well is, at least in the first few years of school, rather only an extrinsic element. Only in upper secondary classes will they get comfortable enough to speak freely to others; however, at this point they will probably not ascribe these skills to reading. Therefore, I would argue that it is an interesting trend for teachers to think pupils should have other motivations for reading than they have themselves.

Extrinsic motivators like parents and teachers were seen as positive by most of the experts, who even stated that being pushed to read by these people was one of the reasons for them to start engaging with literature more than others (Interview 1, 104; 108-110; Interview 3, 88-89). However, extrinsic motivators were not always seen as making use of force to get pupils to read, but also being motivated by simply observing their parents and teachers as being engaged readers themselves and them working with books (Interview 1, 125; Interview 2, 163-166; Interview 4, 91-92). These perceptions again coincide with findings by Jacobs and Ferrell (53ff). Once again, only one interview partner went against this trend and actually thought that extrinsic force did not have the intended motivational role. He mused that being 'forced to read' at school would rather lead to the opposite reaction, because for him it was a demotivating experience and even a source of mental blockage that prevented him from reading at school (Interview 6, 76-84). This sheds new light on people as extrinsic motivators and in how far they are really fulfilling their role as positive role models. There seems to be a certain threshold of external force that should not be overstepped, so as not to be a burden in pupils' minds. However, to find such a threshold value would require further research in this direction and quite possibly be realized more easily with a quantitative study, to obtain a greater number of opinions on this matter. However, this value will in all likelihood be a subjective experience and hence require empathy and good observational skills on the teacher's part.

It is also possible, however, that F is, and was, simply more susceptible to extrinsic motivations. In accordance with that hypothesis he has been one of only two interviewees to at least indirectly mention peers as factors for reading in school. He states on more than one occasion that the trend of some books suddenly being the most important and talked about topics for pupils led to those books being read by everybody (Interview 6, 100-102). Interestingly enough, in my experience these trends are always accompanied by a certain compulsion to read, because otherwise you are not able to take part in the discussions and therefore are not seen as 'interesting' or 'up-to-date' by peers. If this was also the case with F, then apparently the force by peers was a positive motivator, while the one by teachers felt more like coercion to him. The other person naming similar phenomena where 'everybody reads a specific book' was B; however, she rather stated curiosity and interest as factors for picking up these books (Interview 2, 172), which would point to more intrinsic motivations for reading, which are only manifesting due to an extrinsic process.

Furthermore, language skill as a factor for being less motivated to read was mentioned by B, who states that she 'has to force herself to read in Italian' (Interview 2, 156-157). Although she does not directly mention language skills as a reason here, the direction in which her train of argument is going, starting with her mother tongue and then going on to other languages, is suggesting that Italian is a language B is less proficient in than the other languages mentioned and therefore probably more difficult for her to read. A second teacher named language skill as a positive factor for reading; however, in this case it was more in connection with the effect reading had on her own language level and not as an initial motivation (Interview 1, 130-135).

In connection with age and gender, D, one of the male participants, has already been mentioned in the section about attitudes. However, it is interesting for this section to point out the factor of 'time' indicated in relation to motivation here. D suggests that for reading to be worthwhile, you have to get into a state of being ready to read, to sit down and take time for reading (Interview 4, 98-101). This same feeling is expressed by C, although to a lesser extent, when she is talking about her time at university, where she does not have the time to read for pleasure anymore, because she has to prepend other academic reading for university (Interview 3, 97-99). This

gives reason to assume that 'time' or rather 'not enough time' is a factor influencing reading motivation across gender lines and for various age groups.

Furthermore, if people feel that the 'pleasure reading' they are partaking in is not as valuable as other 'reading for knowledge', this fact will inevitably dampen their motivation to pick up a book for the sole purpose of enjoyment. This is of course closely related to the 'value' people put on certain reading material, coinciding with Eccles' expectancy-value theory (Wigfield, and Eccles 68). However, at least in the case of C, she still values pleasure reading, just does not seem to find the time to do it.

5.2.2 Reading motivations observed in pupils

In this next part I am turning to the motivations teachers felt their pupils are experiencing for or against reading literature. Due to motivations not being clearly visible, teachers could only guess about the nature of their students' psychological dispositions. E thought that reading for pleasure and reading for knowledge were both observable in pupils. However, she mentioned reading for knowledge as more distinctive (Interview 5, 119-120).

On the negative side, C guessed the lack of motivations for pupils was due to students having no interest or no time for reading (Interview 3, 69-72), which would also reflect the reasons D gave for not reading at his time of attending school (Interview 4, 98). Furthermore, this last sentiment would also go in accordance with the factor of 'length' of a novel being important for pupils: B mentions that in her experience shorter books tended to motivate students more than longer ones (Interview 2, 80-83). A second factor stated by B is the 'fame of the author' (Interview 2, 85-87), meaning that if students have heard of the name or know books by the author, they are more likely to be inclined to read another work by this person.

Additionally, the types of texts pupils are reading should be taken into consideration as some of them are more motivating than others. Here, both D and F mentioned fantasy novels as promising candidates to receive a positive reaction (Interview 4, 130-131; Interview 6, 114-115). However, as mostly the case if bigger groups of people are concerned, it usually depends on the class and the individuals in it, which books or literary texts will be more motivating than others. A and B both mention that they go back to literature classics in their classrooms, when they see interest in pupils (Interview 1, 64-65, 79; Interview 2, 68, 89). C and E pursue a

similar strategy, where they look for literary texts that could be interesting for pupils, like Science Fiction, Dystopian Literature and young adult novels (Interview 3, 34-36) or where they can choose themselves from a list of authors (Interview 5, 79-80). What has to be kept in mind, however, are the challenges teachers can face during the selection process as well as the one-sided views some YA novels promote, as detailed in chapter 2.4. More about teaching approaches will be discussed in section 5.6.

Interestingly, no mention of a motivational spiral is given by any of the interviewees. A reason for this could be that students attending secondary school already went through the spiral process of being motivated or demotivated by reading in their L1 and therefore teachers could only observe the final product in their pupils with either positive or negative motivations. However, it is more likely that it is oftentimes hard for a teacher to observe the whole spiral in their pupils during the limited time they get to know them.

To summarize, while teachers think that pupils should rather be motivated by extrinsic factors like language competence, they spoke about their own motivations being situated more in intrinsic factors. However, they admit to experiencing extrinsic factors as well, especially in younger years. The factor ‘force of extrinsic motivators’ was seen as ambiguous, and induced both positive and negative reactions in participants. Not having enough time was seen as thoroughly negative, while a short length of books was seen as positive by at least a few pupils. The conclusions that can be drawn from these results will be analyzed further in chapter 6.1 as well as the possible implications they can have for language teachers. However, as motivations are rather subconscious feelings, it is more difficult to observe them clearly in pupils, which is why the next section will concentrate on reading habits, so as to draw parallels between the two.

5.3. Reading habits

Reading habits were not specifically defined in chapter 2, as they are simply the ‘instances of reading’ people are performing with some regularity in their daily lives. This means that while reading a number of books for a specific university course would not count as a ‘reading habit’, picking up and reading a book each day for an hour before going to bed or never reading the set course literature at school or university would be considered reliable indicators for reading habits. Amongst various

other factors, circumstances like time and place of reading, as well as the length and the number of books read are included in the term 'reading habits'. This means that reading habits are more easily observable than motivations, which makes it prudent to include them as a variable in the data. As with attitudes and motivations, habits rely on a multitude of factors, which are closely entwined with the aforementioned processes of the other variables 'reading attitudes' and 'reading motivations'. For this reason and to not be repetitive only new insights as well as the most important connections between the three variables will be mentioned in this section.

Reading habits of teachers will be divided into their habits when they were young and their habits nowadays. In this manner, possible changes with time can be observed. Afterwards the reading habits of pupils will be analyzed and in how far the teachers think these have changed over the last few years. The most important results will then be summarized for a closer analysis in the next chapter.

First I will turn to the reading habits of the experts in younger years, where all six of the participants expressed that they were reading to various degrees. Here, I find it interesting that five of the participants use the word 'always' to express that they have been reading for a long time and basically as long as they can remember (for example Interview 2, 161; Interview 4, 91). The only person not talking about reading from a young age onwards is F, who mentions Harry Potter as one of the first books he has read at age 11 (Interview 6, 108-110). This does of course not mean that he did not start reading earlier. However, apart from Harry Potter he only mentions young adult literature and Game of Thrones (Interview 6, 110-111), both of which were probably read later than Harry Potter, due to their complexity.

B remembers 'The Six Bullerby Children' as one of her first books in German (Interview 2, 160), whereas A calls her first period of reading her 'horse phase' (Interview 1, 116-117), meaning she read books where the protagonists were enjoying horseback riding (like 'Wendy' by Christiane Wittenberg and Almut Schmidt). The other three did not name specific first books they remember reading, only that they were influenced by their parents reading to them (Interview 3, 88-89; Interview 4, 91-92).

The only reading habits that changed significantly over time in the early years of reading for the interviewees were by D and F, with D stopping at one point and later picking up reading as an extracurricular activity again, and F not reading at school due to being forced to do it. The attitudes and motivations underlying these decisions

can be found in the first two sections of this chapter and will not be repeated at this point; however, due to D and F being the two male participants of my study, the 'gender gap' in reading will be discussed in the next chapter once more.

Turning now to the current reading habits of teachers, it is interesting that although people change and the world around us is changing as well – especially with regard to electronic devices - the reading habits of one person over a period of time seem to be astonishingly stable. Only C and D both complain about the difficulty to find time to relax and read a book for pleasure in their hectic and full daily routines (Interview 3, 97-100; Interview 4, 120-121). The others either just do not comment on any problems they have with reading their desired quota or are seemingly not affected as much by this factor (Interview 2, 143-149). Furthermore, although both B and F comment on new technologies, which seemingly affect the reading habits of pupils in that they now spend more time with electronic devices than with books (Interview 2, 117-118; Interview 6, 63), they do not include themselves as participants in these new trends. This should be considered as important information for future language teachers regarding the types of media they will utilize in their classrooms. It could make a difference in reading attitudes of pupils, if a book is read on paper or as an e-book, as various studies have shown (Larson 280). Therefore, these deliberations will be picked up again in the next chapter.

At this point I will turn to the observed reading habits of pupils. While the opinions of teachers about the extent in which students still partake in reading inside and outside of the classroom were diverse (see section 5.1), the general consent is that 'pupils that are readers still exist' (Interview 3, 70-71). The most positive example are the pupils of E, who apparently all like to read and are therefore interested both in reading activities at school and as a leisure activity (Interview 5, 46-56). D can also report that some pupils at his school are still actively reading outside of the classroom (Interview 4, 130), while at the same time some do not even participate in the reading activities in class (Interview 4, 67-69). A similarly negative trend was mentioned by A and B, where some pupils do not appear on the day they are supposed to hold a presentation (Interview 1, 50-51) or a reading homework is due (Interview 2, 218-219). These trends are evidently closely related to the reading motivations of pupils. However, direct investigations of these motivations pose a certain problem in Vienna, where the direct questioning of students was compounded by the Wiener Stadtschulrat by implementing more bureaucratic hurdles to be taken for researchers

over the last years. However, teachers can still take into consideration the actual observable habits of pupils to nurture the reading motivations of these students individually.

In conclusion, while the activity of reading is evidently subject to change in the environment as well as in the readers, there is nonetheless a certain constant or stable variable discernible in each individual reader, at least amongst my interview partners. This means that although puberty and the special environment of a classroom setting are not the best requirements for fostering lifelong reading habits, the influences before and after this period dictate the reading habits in an equally important manner. Lifelong readers will not suddenly stop from one day to the next and non-readers will not suddenly start, which is why in my opinion, the first period of reading is the most important one so to get readers on the right track from the beginning.

5.4 The centralized Matura

To be able to answer the research question about the influence the new centralized Matura is having and will have on literary studies in the Austrian EFL classroom, the six experts were asked for their opinion in this matter. The results may seem dismal at first glance; however, a silver lining is discernible, promising a continuing future for literature teaching. For a summary of the most important changes from the old to the new system, see chapter 3.2.

All of the participants in the expert interviews are convinced that changes in connection with the teaching of literature by implementing the new centralized Matura are already happening and will continue to happen in the future. However, their opinions about these shifts in education range from deep concern to actually welcoming the changes as a positive development. On the negative end of the scale, B and C both think that reading and teaching literature will be pushed into the background (Interview 3, 17-19) and probably get lost due to the centralized format (Interview 2, 134-135). They state that more time and effort will be put into the teaching, learning and assessment of the centralized formats (Interview 3, 84-85), which will not leave enough time and space for literary studies that cannot be tested in the Matura anymore.

The problem of time is also mentioned by D; however, he sees the process less critical and simply proposes to not start any literary projects in the last year before the

Matura to have enough time to fit in the new test formats (Interview 4, 73). However, he also talks about the notion of many teachers that the new format is essentially made for 'teaching to the test', with everything not pertaining to the topics or formats of the test not worth teaching or in D's words "time that you are not concentrating on teaching to the test is, essentially, time that is then taken away from that goal" (Interview 4, 74-75). This view is also shared by A, who thinks that literature reading will be given less room in the classroom in the future due to 'teaching to the test' being the norm in schools as is apparently currently the case in England (Interview 1, 88-90).

E sees the problem less with 'teaching to the test' and again more due to time constraints. She proposes, similar to D, no longer to concentrate on literature in the 8th grade (only in the years before) to have one year, where all the particulars of the Matura can be taught to pupils (Interview 5, 66). However, she also mentions that the previous two years (the school years 2015/2016 and 2016/2017) were even more difficult for literary studies in her upper secondary classes, due to the 24 Matura topics for the final oral exam (see chapter 3.2.2.3). These topics were too many to fit into one school year, which is why at times E could not include any literary studies in other school grades as well, or simply had her pupils read the books at home to not spend too much time in the classroom with literature (Interview 5, 38-40). However, these 24 topics were apparently recently downsized to only include 18 areas anymore, which is seen as a positive trend by E, who is now again able to include literature in all of her classes except for the last grade (Interview 5, 64-66). Even more positive, E thinks she has found a way to include literature in the 8th grade in collaboration with training for the Matura. She proposes a literary portfolio for the last grades, where students have to write different text types, for example letters to the editor, to combine reading literature with studying the text types for the Matura (Interview 5, 82-84, 90-91). In her opinion and because the pupils favored such a format to simple written homework assignments for each text type, these literary portfolios can be a great opportunity for teachers and students alike to deviate from the classical 'teaching to the test' format and at the same time include literature in the last year before the Matura (Interview 5, 88-89).

Additionally, E makes it clear that even though literature can no longer play a prominent role in the oral Matura, pupils can nonetheless make use of the knowledge they have acquired about literature over the span of their time at school. As long as

the literary texts can be connected to the Matura topic areas, they can provide pupils with examples to include in both the monological and dialogical part of their oral presentations (Interview 5, 67-71). In contrast, C sees the oral part of the Matura devoid of literature as well, which she calls a 'shame' (Interview 3, 81-83). This discrepancy of opinions can either stem from E having more experience with the new format and therefore being more open to new possibilities. Or it can point to a greater general willingness of E's students to read literature, which makes them more eager to exploit their literary knowledge than C's pupils, who do not like to read in the first place.

The only expert who truly favors the new test format and even sees it as a positive development for literary studies at school is F. He is also of the opinion that the new Matura will encourage teachers to 'teach to the test' and therefore thinks that if literature is exempt from the Matura, teachers can engage pupils with literature without the pressure of having to test the content in any way (Interview 6, 71-72). This goes again conform with his view that literature at school should not be taught in any situation which could put pressure on the pupils; however, in my opinion, this could rob students of any purpose for reading, a view that C shares by saying that if pupils knew that the Matura format is excluding literature, they would not be motivated to participate in activities concerning literature any longer (Interview 3, 83-84). This view by C is coinciding with Eccles' expectancy-value theory (Wigfield, and Eccles 68), which states that if less value is placed on literature, pupils will have less motivation to read.

In conclusion, while all six participating teachers thought the new Matura format would definitely bring changes to the teaching of literary studies, the extent of these changes and whether they were more positive or negative, provided diverging opinions. In sum, the changes were seen as rather negative. However, due to the Matura format constantly changing, new developments like the downsizing of topic areas for the oral exam, can again be seen as positive for literary studies and may continue to do so in the future. Furthermore, the more experience teachers have with the implementation of the centralized Matura, the more they can apparently see how literature can still find its place in this process, which bears witness that even change that is not in favor of literature can be turned into a positive development when using the right teaching approaches.

5.5 Literary courses at university

In this section of the paper I want to answer the research question of whether literary courses at university correspond to expectations of students and if they can take away methods and approaches learned at university for their future careers. The approaches themselves will then be presented in the next subchapter, to give an overview of those who seem to be more motivating for pupils in the eyes of the teachers.

Due to the new Bachelor's and Master's program solely being in usage since the university year 2015/16, none of the participants of the field study mentioned being enrolled in any special courses pertaining to these programs, as they were all still part of the Diploma degree. However, due to the current changes at university to discontinue old Diploma courses and at the same time to allow Diploma students to attend classes of the Bachelor's degree, it is possible that some courses the interview participants attended were already conform to the Bachelor's degree. The Diploma curriculum as well as the changes to the new system are detailed in chapter 3.3 and possible implications for the university syllabus will be discussed in more detail in chapter 6.2. Additionally, one participant, namely E, attended an even earlier university curriculum in the 1980s, where I could not find any information as to the course-load pertaining to literary studies, due to the curriculum apparently not existing online. Therefore, no background information for this curriculum is present in this paper, which should however be immaterial for the outcome of this study.

The expectations about literary courses at university were diverse and also fulfilled to various degrees. The most positive developments were seen by A, who thought literature would be more comprised of classical texts like Shakespeare (Interview 1, 145-147) and who therefore was positively taken by surprise by the diverse topics and modern approaches to be found in her courses (Interview 1, 153). This view was also shared by E, who was looking forward to learn about literature and how to apply activities in the classroom before attending university (Interview 5, 125), with both expectations being satisfied. She also speaks about the diverse offers for courses and that she is therefore looking back fondly on her time at university (Interview 5, 131-132).

A different view is the sentiment of B that the courses are too diverse and therefore students are solely proficient in a small area of topics after leaving university (Interview 2, 208-211). Furthermore, B thinks that the texts which are

analyzed and dealt with in these courses are too difficult for the classroom, which makes them futile for future teaching (Interview 2, 203-205). Additionally, she is of the opinion that not enough classical literature is presented, which will then make it more difficult for university students to teach this category of literature in the classroom, as it would have to be based on the limited amount of knowledge students possess when they leave school (Interview 2, 194-196). This assumingly can turn into a downward spiral, generating less and less classical literature being taught at school.

A similar concern is voiced by C and F, who think that there are generally not enough courses dealing with literature and even less which are concerning literature teaching (Interview 6, 165-170). This holds already true for the Bachelor's system, where literature studies are even more reduced (Interview 3, 125-127). However, C is otherwise satisfied with the content of the courses, and thinks that they are helping her to provide a more interesting and diverse classroom for her pupils (Interview 3, 119-122).

A course criticized by both D and F is the Literature Survey, which they feel contains too much history and too little actual literature (Interview 4, 114-116; Interview 6, 163-164). This fact is also voiced by B, who would have liked more practical reading experience and less theory behind it (Interview 2, 196-199), not just concerning the Literature Survey, but also generally in literature courses (Interview 2, 191-193). Interestingly, D is voicing a clear opposite concern, namely that there is too much reading, which is not always for pleasure and therefore gets in the way of experiencing literature in a satisfying way (Interview 4, 117-121). The same view is voiced by C, who feels that there is not enough time for the university readings (Interview 3, 94-95).

On the other hand, all of the six study participants praised the courses dealing with teaching literature, especially highlighting Literature and Culture in the EFL classroom (Interview 3, 121-122; Interview 4, 111-114; Interview 6, 166-167). They thought these courses were the most valuable for their current and future careers, where they learned the most methods and approaches for engaging pupils in reading literature (Interview 1, 174-177; Interview 3, 122-124). Furthermore, they commended the varied offers of courses and the diverse text types that came up during the courses (Interview 1, 158-162; Interview 5, 131-135). B also thought it was positive that the lecturers gave out book lists for reading outside of the courses, which gave her new ideas for classroom readings (Interview 2, 211-215).

In conclusion, although the participants of the field study all thought they can take away many new approaches and ideas for their teaching careers, they were not generally satisfied with the literary courses offered at the English department of the University of Vienna. They felt that courses were on the one hand dealing too much with unnecessary background information like history, and on the other hand too little with classroom teaching of literature. While they could not agree if there was too much or too little reading to do for these courses, the general consent was that literary courses were rather underrepresented in the curriculum. This poses a problem in their eyes, also for the future, where even less courses are provided in the Bachelor's and subsequent Master's degree. However, what has to be kept in mind is that all of the interviewees are AHS teachers, therefore only representing a fraction of students studying to become teachers at the Department of English and American Studies at the University of Vienna. Furthermore, their opinions only represent a subjective view about the curriculum, disregarding deciding factors like the Bologna process for the implementation and possible changes in the future. Nevertheless, consequences for prospective AHS teachers have to be investigated, so as not to let literature at university slip from our grasp altogether (see chapter 6.2).

5.6 Approaches to teaching literature

This last section of the results chapter will deal with the approaches the teacher experts were recommending for the classroom, due to them being, in their opinion, more motivating for pupils than others. These approaches will then be classified according to the distinction in chapter 2.5 to see if one of the approaches is favored by teachers and therefore seen as more appropriate for the classroom. Implications arising from these results will then be discussed in more detail in the next chapter.

A first distinction can be made in whether the same literary text is read and discussed with the whole class, or if the pupils can choose from a list of books or authors for reading activities at home. The whole class approach, or 'class reader' is applied by both B and D, who read parts in the classroom and as a reading homework, to discuss them in the next lesson (Interview 2, 71-73, 91; Interview 4, 57-58). For more information on this approach, see the 'segment approach' (Thaler, *Teaching* 105). The advantage of reading a book with the whole class is evidently that whole class discussions can take place. However, with this approach the literary knowledge of pupils is restricted to one book, whereas otherwise they could be

exposed to all the books presented by their peers. If the whole class has to read a single book, it will also be difficult to choose one that all students will be equally interested in. Speaking of selection, while D's choice of books is in most cases dependent on the variety available in the school library (Interview 4, 51, 53-56), B's pupils have to buy the books themselves (Interview 2, 68), which gives her nearly unlimited range of choice. This difference in choice is evidently on the one hand dependent on money and trust that pupils will buy the book in the timeframe it is worked on. On the other hand however, the issue of whether books in the library are still contemporary enough to be interesting for pupils could arise in connection here (for further challenges see chapter 2.4).

This is also an issue F is discussing, because he thinks that teachers should primarily introduce modern and age-appropriate literature to pupils (Interview 6, 22-23). What he calls modern here, is in actuality contemporary literature not older than a few years. He makes this point clear by discouraging teachers not only from George Orwell books (Interview 6, 128-131), but even from teaching Harry Potter, which is only between 10 and 20 years old (Interview 6, 146-147). He proposes to teach even more recent books, like The Hunger Games trilogy, due to their motifs of media manipulation and 'fake news' (Interview 6, 51-52). However, the problem that he himself sees with this approach is that the world of literature and issues in the real world are changing so quickly nowadays that it is nearly impossible to find the right reading material following this concept (Interview 6, 120-121).

It seems that F is the only one with the view that only the really contemporary texts are interesting for pupils. In contrast, most of the other teachers have made the experience that older texts, for example Shakespeare or Jane Austen, can interest pupils as well, some of whom even ask for classical readings (Interview 1, 64-65; Interview 2, 89; Interview 5, 31). However, they have also made the experience that even though such texts may be interesting, they can also be quite difficult at times (Interview 3, 27-29). That is why the teachers either only discussed short scenes or sections of the whole plays or novels (Interview 4, 43-44), (following the 'sandwich approach' (Thaler, *Teaching* 105-106)) or watched parts of it when a movie or TV series adaptation was available (Interview 2, 99-101; Interview 4, 46).

What surprised even the teachers themselves, was that poetry, a genre they thought had lost all appeal for pupils, is seemingly still or again interesting for students (Interview 5, 147-148). E especially has made the experience that students,

and specifically girls, are again more open to emerge themselves into the lyric genre (Interview 5, 155-156). Furthermore, it is apparently no longer just the classic Shakespeare sonnets and older poems that can captivate students, as she has taught contemporary poems and so-called 'poetry slam' texts as well (Interview 5, 158-161). This is apparently a new view on teaching poetry, as both C and D are teaching solely the classic texts (Interview 3, 27-29; Interview 4, 43). However, they also mention that these texts are interesting for pupils, which can point to a new upsurge of the lyric genre for students in general. This view is also shared by A, even though she herself is not a big supporter of these texts (Interview 1, 161-162). This trend is especially interesting for the future of literary teaching, as it goes against the notion that only novels are seen as worthwhile themes when introducing literature in the classroom. Nevertheless, novels are apparently still the main source of literary studies and teaching, at least according to E (Interview 5, 30).

The other approach taken by some teachers is to give pupils a list of authors or novels they can individually choose from and then analyze this book, or work on exercises based on the chosen book, following a mixture of 'straight through approach' (Thaler, *Teaching* 105) and 'extensive reading' (Day, and Bamford 8-9). This approach was taken by A, where students then had to hold an oral presentation about the book they had chosen (Interview 1, 45). She felt that by letting pupils decide for themselves, which novel they wanted to work with, some students were more engaged, while others were only motivated to a lesser extent or not at all (Interview 1, 47-48, 50, 70). A still thought that this approach was worthwhile for her pupils and confirmed that she would take a similar approach in the future (Interview 1, 68).

A comparable approach was employed by both C and E, who also gave pupils a choice from a list; however, in these cases students had to compose a literary portfolio in response to the texts (Interview 3, 21; Interview 5, 79-80). Nonetheless, the portfolios were consisting of different types of activities, with E more focused on different reading activities (Interview 5, 85-86), while C was concentrating more on the creative side of working with literature (Interview 3, 58-62).

Evidently the purpose was different in each case, for example to train for the Matura for E and to connect with the texts from a different, creative perspective for C. Still, it is interesting that C mentions specifically that she thinks portfolios with a majority of writing tasks are not as motivating for pupils (Interview 3, 64-65), while E

employed exactly this type of portfolio. Both thought their approaches were successful and would utilize them again in the future (Interview 3, 62-63; Interview 5, 89). These approaches to literary teaching can pose the problem of the teacher having to know all of the selected texts to be able to assess the knowledge gained by pupils after reading. Having to get acquainted with new texts however, can be beneficial for the teacher to keep up to date with new literature that might engage students more. Further advantages of this method are that students can get to know a broader selection of works from the oral presentations or, in the case of literary portfolios, at least possess higher motivations to read due to being able to choose a text from their field of interest (for other positive effects of ER, see Day, and Bamford 21ff).

Regardless of whether teachers are deciding to read a literary text with the whole class or let them choose individually, all field study participants, with the exception of F, who did not teach literature in his career so far, chose Hedge's PWP approach (209) over Thaler's global-to-detail approach (*Teaching* 54-55). This might be the case because the PWP approach is more widespread and accepted amongst scholars or due to Hedge being a major source of background knowledge in the teaching methodology courses at the English department of the University of Vienna. Whatever the reason for choosing this approach, the PWP method seems to be favored amongst language teachers even though they are concentrating on different aspects for the actual implementation in the classroom.

Additionally, all participants agreed that what works in one classroom will probably not work in another one, which means that teachers have to constantly reevaluate their approach to satisfy the need of pupils (Interview 1, 84-85). This in turn brought them to the realization that students have to be included in the selection process of literature works in one way or another (Interview 2, 61; Interview 6, 32-33), in order to make their opinions more transparent for teachers and therefore create a more motivating classroom atmosphere for reading literature.

In conclusion, there is a divide amongst teachers of whether reading with the whole class or letting pupils choose books individually for a later task is more motivating to students. They could furthermore not find a consensus about the type of books they think are most motivating to pupils, citing both classic literature and modern young adult literature as engaging in their experience. Teachers even went as far as challenging the common belief that novels are more motivating than poetry

or drama, with poetry proving to experience an upsurge in interest for pupils. All teacher experts were, to a certain degree, satisfied with the outcome of their reading activities and would employ similar approaches in the future. However, they recognized the need to differentiate between classrooms, as reading motivation is largely dependent on pupils' attitudes and therefore diverse in nature. In connection to this issue, all teachers employed the custom of including their pupils in the selection process.

6. Discussion

This last part of the paper before the conclusion will take up the most important results of the previous chapter to analyze and discuss their meaning for the future of teaching literature in the classroom and at university. The ensuing implications and the thesis as a whole will then be examined for potential limitations and what can and should be done in the future to ensure the best possible conditions for the language classroom and the university lectures in connection with literary studies and teachings. Due to more research questions concerning the language classroom and therefore the majority of results being available to answer them, the discussion will deal more heavily with the implications for language teachers and only to a lesser extent with the implications for university lecturers. However, this in no way rates the importance of these issues higher for the language classroom.

6.1 Implications for language teachers

Due to the results for reading attitudes, motivations and habits depending more or less on the same factors, their influences on the language classroom will be discussed inclusively in the same chapter, together with the proposed approaches. However, the centralized Matura will be discussed separately as it provides a different issue for language teachers. In both cases, the implications should only be seen as possibilities to improve the EFL classroom for teachers and pupils, and should in no way be seen as exhaustive and pertaining to all lessons and classrooms where literary teaching is performed in Austria.

6.1.1 Teaching approaches and qualities of a motivating literature teacher

A first factor, pertaining majorly to teachers, is the fact that extrinsic motivators seem to play a big role in attitude formation and the resulting reading habits of pupils

(Jacobs and Ferrell 53ff). However, as parents seem to have an even bigger influence than teachers in regard to reading, which is especially true in the early years, and leads to habits that seem to be stable over long periods of time, the question arises of whether teachers can actually have an effect on their pupils' reading attitudes.

Even though the results are inconclusive, due to the interconnectedness of this issue with other factors, suggestions for approaches can nonetheless be drawn from them, as will be shown in the following paragraphs. As the interviews with D and F reveal, peers are a third influencing extrinsic factor that should not be overlooked, which also conforms to Jacobs and Ferrell (59-61). While F was motivated to read by his peers, D spent his leisure time with other activities due to them, which shows that they can provide both negative and positive influences. However, from a teacher's point of view, this means that when he or she can engage enough pupils in reading, the others will, in an ideal case, follow their example. This evidently can only happen if peers with influence are persuaded to read, which in turn needs a careful evaluation and knowledge of the class to be fruitful. Considering this trend of following other people's example, teachers have the duty to be role models themselves, so they can influence their pupils who in turn will influence their peers. In summary, it is possible to create an upward spiral only by providing careful practice at university and having detailed knowledge about the strengths and weaknesses of each pupil in a class. This in turn can only be achieved if university courses teaching such individual differences still exist in the future.

In connection to this, it is vital to consider both age and diversity of pupils. On the one hand, the younger students are, the more they seem to be open to influence from others. On the other hand, no two pupils will act and react in the same way, which makes guidance more difficult for teachers. The second point was approached by the field study participants by letting their students choose a book or giving them a selection to choose from, according to the ER dimensions 2 and 3 (Day, and Bamford 9). The approach showing the biggest response to students' suggestions and therefore conforming to their motivations is evidently the method where every pupil can choose a book individually. However, the first factor of peers influencing attitudes, due to 'everybody' reading the same book, would not be fruitful in this case, due to the individual and therefore diverse work. Furthermore, the younger the pupils, the more guidance they will need, which is not as easily achievable as with the whole

class approach. Therefore, it seems a good method for teachers is to start with reading books in lower secondary classes with the whole class and to later diversify the literary studies with a portfolio or presentations to achieve the highest motivations possible for pupils. Evidently, presentations can be incorporated in lower secondary classes as well, as long as sufficient guidance for pupils is provided. In contrast to my view, Day and Bamford think that ER practices are possible for every age group, as long as the linguistic level is considered (9).

If we take a look at the influencing factor 'gender', it becomes seemingly fruitless to prepare approaches for a whole class of mixed pupils. As is apparent from the interviews with D and F, puberty is capable of turning pupils, especially boys, away from reading. Whatever the reasons for this phenomenon may be, it puts teachers in a difficult position. Once again, a good knowledge of the class might help; however, sometimes the urge to say 'No!' to everything will be greater in pupils than any rational thought. Therefore, it is important for teachers not to despair in the face of puberty and furthermore to have a good plan to counter such notions as best as possible, which again needs some university education and practice in this direction. Thaler proposed to tailor reading activities to male students' interests and needs (*Teaching* 67), which would again work more easily with a selection of books pupils can choose from. Furthermore, to achieve a basis of positive reading attitudes before puberty sets in, it is favorable to begin reading with pupils as early as possible.

A different approach would be to decrease the force on students to make the reading experience more enjoyable for them, going well with Day and Bamford's fourth dimension of ER programs, that reading for pleasure should be one of the aims of ER (9). Especially in the case of F, this approach might have helped him overcome his aversions to reading at school. As already mentioned in chapter 5.2, there seems to be a thin line dividing 'force as a positive motivator' from 'force influencing pupils in a negative way', which is why teachers have to carefully monitor their pupils to see if the intended effect is in fact achieved or not. This would also mean that they might have to change their practices as soon as they see any negative outcomes of the current one. In other words, teachers have to be flexible with their methods and able to change their teachings whenever necessary, which could also include switching to electronic devices like e-books or tablets for reading, if pupils prefer them over reading actual books. Once again, such flexibility can only be achieved by careful practice and by gaining knowledge about methods and approaches at university.

To summarize, the foremost ranking quality teachers have to possess is knowledge about their pupils and flexibility in employing different approaches to motivate reading in individual pupils. This will only be achievable with practice, both at university and at school, which is why teachers would benefit from university courses tailored to such challenges. Furthermore, teachers have to work through the first few years of teaching for them to get more accustomed to the issues arising in their classrooms. A second necessary feature to improve their literary classrooms is that they have to be role models for their pupils, while at the same time exerting just the right amount of force on students to read, so that they are motivated to continue reading in the future. Furthermore, teachers have to be able to constantly adapt their lessons to the pupils' diverse needs, especially concerning male students in puberty, which again requires university education in these issues. Finally, the favored approaches by teachers to provide a motivating classroom environment and to give pupils guidance at the same time seem to be reading with the whole class in lower secondary school, while expanding to individual work in the form of portfolios and presentations in upper secondary classes. However, implementing ER programs and therefore individual reading should be feasible for all age groups.

These features of a good literary teacher might seem evident to the reader; however, they have to be kept in mind and cultivated daily when working with literature, to provide a satisfactory classroom environment for students that will keep them motivated to engage in literary studies and therefore bring them one step closer to become lifelong readers. As the expert interviews exhibit, this is not an easily achievable task and therefore teachers sometimes take the easy route without teaching literature. However, as reading habits were shown to be a stable factor, teachers not engaging their pupils in literature largely prevents them from becoming enthusiastic readers, which should go against every principle of an English teacher.

6.1.2 The centralized Matura

The new Matura format poses two major risks for the future of literary teaching in the EFL classroom in Austria. First, due to the teaching and learning of the new methods for the Matura, less time is remaining for other projects, especially in the last year before the final exam. And second, because the Matura is no longer including literature in its question format, literary education is devalued due to it not pertaining to the purpose of passing the final exam anymore. However, as long as language

teachers are aware of these risks and nevertheless perform literary teaching in their classrooms, they can still conform to the picture of the 'good literary teacher' of the previous section, while at the same time 'teaching to the test' for the centralized Matura.

To counteract the first threat mentioned above, teachers can exploit the 24 (or 18) topic areas for the oral Matura as well as the text types for the written exam to their advantage. For example, they can employ a similar method to E, who reads books concerned with the oral topics as a last summary before the exam. This evidently also negated the devaluation of literature, due to pupils being able to exert their knowledge about the oral topics with reference to literary texts. Additionally, E lets students write a literary portfolio with tasks pertaining to the text types for the written Matura part, where they can train exam activities having a different purpose than in a test situation. In this manner she makes sure that literary studies are not pushed into the background by the final exam, even though evidently she does not have to include it in this fashion to still be inside the regulations of the curriculum. Additionally, this way of teaching the new test formats should also provide a more enjoyable experience for the pupils.

This brings me to my next point, namely the willingness of teachers to continue teaching literature in the face of the centralized Matura. Due to the AHS curriculum mentioning literary readings at B2 level as one of the competences pupils should possess for the Matura, it would seem that teaching literature in the last two years of AHS is still compulsory. However, in the widest sense this would also include reading one text at the onset of the 7th year and not including any further literature before the final exam. This means that teachers have to believe in the positive effects of literary studies for their pupils and therefore to want to keep teaching them, even though they are not 'forced' to do so. In my opinion, the Matura is undermining these beliefs to a certain extent by not reserving a place in the exam for literature. This could pose a real problem for teachers in the future, due to them losing their ability to function as role models, if they and their pupils stop believing in the significance of literature due to its marginalization by the law.

In conclusion, even though the negative effects of the new centralized Matura format on literary teachings in the classroom can be counteracted, the devaluation of literature by the law can give rise to subconscious rejection by both pupils and teachers according to Eccles 'expectancy-value theory' (Wigfield, and Eccles 68) .

Therefore, it is material for teachers to continue and believe in their role as ambassadors for the importance of literature in the EFL classroom. However, due to the statutory provisions of the Bologna process, universities are further devaluing this view, as the next section will show.

6.2 Implications for the university syllabus

Due to the interview participants all studying at the University of Vienna, the implications mentioned in this section are only of concern for the Department of English and American Studies at the University of Vienna. However, the general statements about which types of courses should or should no longer be included in the syllabus according to the interviewees can evidently be used for other university language programs as well as for other universities providing academic training for language teachers.

The consensus amongst the six teachers participating in the field study for this thesis is that while they enjoyed some courses helping them with the implementation of literature in school, they see other courses pertaining to literature as less useful for their future career. Furthermore, they complained about literature not featuring enough in the curriculum and that the types of books that are discussed are not suitable for the classroom, due to them being too difficult for pupils.

This means that while the existing literary courses are already seen as improving their knowledge about how to incorporate literature in the language classroom, two developments were spoken about, which the interviewees felt would enhance the experience for prospective language teachers at AHS. First, courses like the Literature Survey could be reduced, to make room for teaching methodology courses. This is already in part implemented in the Bachelor's curriculum (see section 3.3.2.1), where the two Literature Survey courses were reduced to one History of Literature course. However, the room this cleared up in the curriculum was not occupied by a different literature course, as seen when revising the Bachelor's curriculum. One reason for this is of course the implementation of the Bologna process in Europe which calls for a consensus amongst university curricula to improve mobility and comparability (Froment 9). A second reason is the fact that the AHS schools are only part of the secondary education programs existing in Austria. As is evident from the curricula for BHS, these schools do not need literature courses at university, due to the omission of literature in those schools (see chapter 3.1.2). In

other words, while AHS teachers would benefit from more literature courses, the current system in Europe does not permit such changes, nor would it prove advantageous for BHS teachers.

The same issues also hold true for the second implementation suggested for a more motivating literature curriculum. Although some teachers felt that there was not enough room for literature courses in the syllabus even though they thought they were more helpful for their future careers than courses about linguistic studies (Interview 3, 125-126), such changes would again only benefit AHS teachers and would have to be approved and implemented in all of Europe to be even considered conform to the Bologna process.

On the positive side, the current Bachelor's and Master's programs allow students to select specific literature modules and they can also select literature courses as electives, which means that those students willing to participate in more literature courses, should be able to do so. The only problem I see with the possibility to select or deselect literature courses at university is that if students already feel that literature is devalued due to the Matura and in part due to the curricula, especially for BHS, then they will less likely choose these courses even if they could later teach at an AHS. This means that while the current system allows for more diversity in the curriculum due to the possibility to select different modules, prospective AHS teachers should be educated about the importance of literature teaching to select the respective modules.

To summarize, while the expert interviews of the field study suggest that students would like to have more literary courses at university, as long as they are engaged in teaching methodology about literature, such implementations would need changes in the proposed curricula of the Bologna process and therefore do not seem likely in the next few years. Furthermore, only AHS teachers would benefit from more literature and as the current teacher program only offers combined courses for all secondary school teachers, this would devalue BHS schools. However, the system should allow for students to choose literature courses if they are interested in more education in this direction.

6.3 Limitations of the study and future outlook

There are various limitations to the current field study and as a result to this paper, which will be detailed in this section. Furthermore, steps that could and should be

taken in the future to ensure the survival of adequate literary studies in the EFL classroom in Austria will be discussed to counteract the negative effects on pupils reviewed in the previous sections.

The views and opinions of the field study are limited to the six expert interviews conducted with AHS language teachers in and around Vienna. This means that there is a sizeable possibility that their beliefs about the Austrian system are not representative for the whole population of English language teachers in Austria. Furthermore, only the experiences of these teachers about motivations of their pupils could be recorded, which obviously are indirect and subjective ways of collecting information about pupils' reading motivations. Thus, future studies concerning the issues related in this paper should be conducted with pupils of Austrian high schools, to enhance the knowledge about possible implications that could be drawn from them. It would furthermore be interesting to conduct a comparative study amongst AHS and BHS teachers and pupils, to investigate the willingness and attitudes of BHS teachers to incorporate literature in their classes even though the curriculum is only lightly touching upon this topic. These studies should either be comprised of a bigger scale qualitative study amongst teachers, or directly amongst pupils, to get better insights. Both of these propositions are currently difficult to implement in Vienna, which is why studying in a different region of Austria might be preferable as it would probably lead to more thorough results.

Nevertheless, the current study can reveal a deficiency in interest in literary education from the government, which seems to have already started to seep into university and schools. As mentioned before, processes have been set in motion to gradually reduce literary studies at the department of English at the University of Vienna to conform to the Bologna process in Europe. Prospective teachers studying at this department therefore on the one hand receive less education about literature and on the other hand may feel that literary studies are no longer valued in the classroom. This seeming devaluation is furthered at school, where the centralized Matura points in the same direction due to not implementing literature.

Therefore, this downward trend can develop into a negative motivational spiral for AHS teachers, who in turn can pass on these attitudes towards literature to their pupils. Finally, if pupils receive negative motivations for reading from their teachers, they can be inhibited from enjoying literary studies even more so than they might already do without any extrinsic influence. However, as seen by the example of E,

there are ways for language teachers to circumvent this seemingly downward trend of reading less literature in the Austrian classroom, which gives reason for hope for the future.

In conclusion, even though the current study is limited in its conclusiveness about the whole of Austria, the decrease in literature teaching mentioned above affect AHS language teachers in Austria due to government regulations. However, with a positive attitude towards literature teaching as well as a continued literature program at university, providing prospective teachers with the educational background they need to incorporate literature in their classrooms, literature will continue to be taught in Austrian AHS schools. This study showed that there are a multitude of factors that can influence reading attitudes, motivation and habits in pupils, which leads to a list of approaches that teachers can employ to provide a positive reading experience for their pupils. These approaches will have to be adapted and maybe changed according to the individual needs of a class or pupils therein, which requires teachers to pay close attention to their pupils. The suggestions listed in the previous section are therefore valid for Austrian language teachers in general if they want to again improve pupils' and teachers' relations to literary studies. Future studies might be able to widen this repertoire and provide different or additional solutions to these issues.

7. Conclusion

This final part of the thesis will briefly summarize the main arguments and results of this paper by answering the research questions directly. It will furthermore recapitulate the implications drawn from these results in connection to teacher behavior and university syllabus and how the study fits into the current educational issues in Austria concerning literature teaching.

As is apparent from the multitude of studies concerning attitudes, motivations and habits in connection with reading at school and university, these research areas are currently of great interest for scholars. However, there is no paper concerned with the variety of factors impacting these psychological constructs in the EFL classroom in Austria, which is why this thesis can provide a valuable contribution to the literature motivation and attitude research in our country. However, it is apparent that the current study is limited in its scope and therefore further studies in this direction

should be undertaken to gain a more complete picture of the situation in the language classrooms in Austria.

The situation in our country may look dismal for the future of literary teachings at school, due to the context constantly changing. Not only is literature taught less at university, but the centralized Matura is excluding it altogether, as is the case in many of the BHS school curricula. To gather their opinions concerning these issues, six expert interviews were conducted amongst English language teachers in AHS schools. The experts were questioned about their own motivations, attitudes, and habits as well as the ones they could notice in their pupils. Additionally, they were interviewed about the new Matura format and university courses about literature.

Concerning the attitudes, motivations and habits, the majority of the participants showed interest in continuing to teach literature in the EFL classroom despite the negative regulatory processes in motion at the moment. They also believed that the 'pupil reader' is still in existence and will continue to be as long as parents and teachers keep playing their part as role models. However, the general attitudes of pupils were estimated lower and more diverse than those of the teachers, a fact that was also connected to the new electronic devices in usage nowadays. The experts named only two factors that could further disturb these more or less positive to neutral attitudes, namely force being exerted on the pupils and the unwillingness of male students to read in puberty. Both implied that solely the highly educated and attentive teacher with sufficient knowledge about their pupils can counteract such notions, which is why this quality is important for a good language teacher.

Turning to the centralized Matura, the interviewees saw more issues emerging through the implementation of it for the literary education at school. They felt that the time in the upper secondary level was shortened due to the new formats and that the value and purpose of reading literature in the classroom decreased in the process. The dangers that could emerge from this subconscious devaluation are apparent; however, the experts still felt that they could incorporate literature in a subtle way into the Matura and therefore preserve this important part of language teaching in the EFL classroom.

Further issues were seen at university, where students felt that not enough attention was given to literary studies and even less to the teaching methodology of literature in the classroom. Moreover, it was felt that the historical aspect of literature was too excessive and that some courses dealt with texts that were of too high a

language level for the use in the classroom. However, the majority of the field study participants thought that they could take methods and approaches away from the university courses for their classes and looked back fondly on the knowledge they gained during their university time.

Concluding this thesis, I want to once again appeal to language teachers in Austria and the world to continue teaching literature in their classrooms even in times of resistance from both pupils and the government. We are an important building block in the education and bringing-up of the next generations and therefore cannot shirk our responsibility to raise awareness of the importance of the written word.

Word count: 32835

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9. Appendix

9.1 Interview 1

Interview 1: 5.1.2018, 14:00

S...Interviewer

A...Interviewee

1 S: Danke, dass Sie sich bereiterklärt haben, mit mir dieses Interview zu führen. Wie bereits
2 erwähnt ist das Interview anonym und wird nur im Zuge meiner Diplomarbeit verwendet. Ich
3 nehme das Interview mit einem Diktiergerät auf und werde diese Aufnahme dann später
4 transkribieren. Danach wird die Aufnahme sofort gelöscht und nicht für irgendetwas Anderes
5 verwendet. Und sollten Sie irgendetwas sagen, dass Ihre Anonymität in Gefahr bringen
6 könnte, dann wird das natürlich auch dann im Transkript verändert.

7 A: Okay.

8 S: Okay, zuerst einmal, können Sie mir ein bisschen erzählen über Ihre Praxis, die Sie schon
9 haben. Also, wieviele Jahre haben sie jetzt schon Englisch gemacht und...

10 A: Also ich erzähle Ihnen das mal genau halt. Also, ausbildungsmäßig, ich war auf einer
11 Handelsakademie bis 19 ...

12 S: Mhm.

13 A: Dann war ich jetzt 5 Jahre auf der Anglistik in Wien. Dort hab ich Lehramt studiert,
14 Englisch und Biologie.

15 S: Ja.

16 A: Biologie war dann mein Diplomarbeitsfach, also mein Hauptfach dann.

17 S: Mhm.

18 A: Dann ausbildungsmäßig Arbeitserfahrung war dann ein Jahr im Lernquadrat.

19 S: Ja.

20 A: Eben für Sprachunterricht. Allgemein Englisch Deutsch. Dann hab ich 3 Jahre im
21 Kindergarten gearbeitet und... 3 Jahre spielerisch Englisch im Kindergarten unterrichtet.

22 Und... ein Bisschen hab ich eben auch Deutsch als Fremdsprache unterrichtet freiwillig bei
23 der Caritas, aber nur ganz kurz. Eineinhalb Jahre war ich im Sondervertrag, ahm... an einer...
24 an einem Wiener Gymnasium für... eben für Englischstunden.

25 S: Mhm.

26 A: Und Aktuell mach ich eben eine Sprachassistentin im Rahmen des Programms „Weltweit
27 unterrichten“.

28 S: Ja.

29 A: Und unterrichte Deutsch als Fremdsprache.

30 S: Ja. Sehr interessant. Ja... und ich habe eh schon erwähnt, dass es bei meiner

31 Diplomarbeit... es um Literaturunterricht geht. Und... jetzt eben meine Frage... wie Sie
32 unterrichtet haben... also ob Sie Literaturunterricht gemacht haben? Und mit Literatur meine
33 ich alles, also angefangen von den Klassikern, bis zu... Gedichten oder irgendetwas das halt
34 ganz Aktuell ist. Also eben, ob Sie grundsätzlich Literatur unterrichtet haben und wenn ja,
35 was genau Sie da gemacht haben.

36 A: Also, in der Zeit, als ich tatsächlich an einer Schule unterrichtet hab und da war ich
37 nebenbei noch Studentin, da hab ich knapp vor Weihnachten eben übernommen und da war
38 ich in einem Literaturkurs und wir haben da auch so Weihnachtsstunden durchbesprochen.
39 Und dann auch tatsächlich dann... ich glaub es war ähm... Charles Dickens, die
40 Weihnachtsgeschichte dann gemacht.

41 S: Ja.

42 A: Weil sich das gerade so angeboten hat und weil ich da gerade noch von der Uni so
43 beeinflusst war. Und dann im Verlauf des zweiten Jahres kann ich mich jetzt konkret
44 erinnern, dass wir eben so eine... also mit zwei Kolleginnen haben wir uns darauf geeinigt,
45 dass die Schüler Referate halten, zu Büchern die sie gelesen haben und es war eine Mischung
46 aus Klassikern, also von Bronte Sisters, aber auch... auch dann zum Beispiel, was war das?
47 ‚The Boy in the striped Pyjamas‘... ein kompletter Mix. Und sie konnten sich das selber
48 aussuchen, und ein Referat dazu halten, also das war eben eigentlich eh relativ viel Literatur.

49 S: Mhm.

50 A: Wurde sehr unterschiedlich aufgenommen, manche haben’s dann nicht gehalten. Manche
51 dann vielleicht... haben’s auch dann nicht gelesen, aber es war ein bisschen Literatur.

52 S: Ja, und die Schüler haben sich diese Bücher selbst ausgesucht? Oder... wurden die
53 zugeteilt?

54 A: Die Liste wurde vorgegeben.

55 S: Okay, ja.

56 A: Ja, also es war eine siebte Klasse und die Kolleginnen haben eben schon... die hatten die
57 Parallelklasse und wir haben die immer gleich unterrichtet. Die wussten halt schon... also
58 zum Beispiel die Mathilda, die mussten sie lesen als Klassenbuchsatz. Die war dann nicht auf
59 der Liste genau. Aber die Liste grundsätzlich war schon vorgegeben und war ein guter Mix
60 aus Klassik aber auch modernen Büchern.

61 S: Ja, und ist das eher... also war das eher... weil Sie gemeint haben, manche Bücher sind
62 nicht so gut angekommen... dann eher die Klassiker oder die Modernen, oder glauben Sie
63 eher daran, dass die Schüler dann nicht selbst motiviert waren dann...das zu lesen?

64 A: Ähm, also das war unterschiedlich. Eine hatte eben... ähm?... war’s Jane Eyre, oder...

65 irgendetwas von Jane Austen, also komplett englische Klassiker und die war begeistert. Also

66 ich denke es lag eher an der Arbeitseinstellung von den Schülern, also dass sie sich entweder
67 nicht darüber im Klaren waren, was sie sich da ausgesucht haben oder unter Zeitdruck
68 waren... aber ich würde das auf jeden Fall wieder so machen, also das war schon gut so...

69 S: Mhm.

70 A: Also manche haben dann schon gemeint: „Ja, dass hat ihnen total gut gefallen.“ Und... ja,
71 ich hab's... sie mussten auch beim Referat auch immer ihre persönliche Meinung sagen und...
72 es war glaub ich eher dieses Leseinteresse generell und der Fleiß.

73 S: Ja. Also eher die Motivation von den Schülern selbst... Also nicht, dass es jetzt eher
74 genrespezifisch gewesen wäre... wo mehr oder wo weniger Interesse gewesen wäre? Aber es
75 war halt auch nur ein kurzer Zeitraum, wo man das noch nicht so genau sagen kann...

76 A: Ja, also das kann ich sicher nicht so genau sagen... und es gab natürlich Überschneidungen,
77 weil manche Bücher kennt man eben gleich vom Titel, oder... aber ich hätte eher gesagt, dass
78 es eine Einstellungssache war und das dann auch zweites Semester Zeitdruck... und das
79 manche... aber es war Begeisterung über Dracula und dann wieder eben über The boy in the
80 striped Pyjama und es war komplett gemischt...

81 S: Ja. Und... weil Sie jetzt gemeint haben, das war jetzt schon ein Bisschen vorgegeben von...
82 halt den anderen Klassenlehrerinnen... ähm... wenn Sie selbst sozusagen entscheiden
83 könnten, würden Sie dann Literaturunterricht machen.

84 A: Ich glaub... in welche Bücher? Also ich glaub, wenn man das als Klassensatz liest... das
85 würd ich sehr von der Klasse an sich abhängig machen. Ich glaub da bekommt man auch ein
86 gutes Gefühl, auch inhaltlich, also was kann man da thematisieren kann und was nicht, aber
87 generell, also ich finde... weil ich selbst halt auch immer gelesen habe, die beste Möglichkeit
88 um eine Sprache zu lernen. Ich glaub natürlich es wird schon weniger werden mit
89 Zentralisierungen und... was ich halt auch in England hier sehr sehe, dass das halt sehr
90 schwierig ist mit teaching to the test, aber ich glaub in irgendeiner Form muss man das schon
91 machen, weil's ja auch Kultur ist. Also eben diese... Klassiker zu kennen, oder eben zumindest...
92 die werden auch in den Schulbüchern oft, die Buchausschnitte präsentiert. Und man kann also
93 auch da anschließen und man kann auch Passagen zumindest lesen.

94 S: Ja, genau. Und... weil Sie es gerade erwähnt haben... Sie haben selbst gelesen, und was
95 waren da Ihre Motivationen, auch zum Beispiel um Fremdsprache, also auch eben Englisch zu
96 lesen? Gab es da etwas spezielles, oder war es eher Interesse?

97 A: Hm, in Fremdsprache zu lesen war eben, weil wir in der Hauptschule eine sehr strenge,
98 aber auch sehr liebe und sehr literaturbegeisterte Englischlehrerin hatte. Und sie hat auch
99 einen Buchclub angeführt und... sie hat uns da alle gezwungen daran teilzunehmen.

100 S: Aha.

101 A: Ja, sie hatte auch ein großes Repertoire auch an englischen, diesen... diesen Penguin
102 Readers und von den Oxford Büchern... und sind dann auch in diesen English Bookshop nach
103 Wien gefahren und... da war immer nur lesen, aber... die war halt so erpicht darauf, also ich
104 mein, in mir hat es dann wahrscheinlich auch mehr ausgelöst als in so manchen anderen,
105 also aber wir haben immer Bücher diskutiert, also ich kannte schon viele Klassiker vor dem
106 Studium... halt in der Simplified Version.

107 S: Ja.

108 A: Also ich glaub das war schon auch ein großer Einfluss, von ihr... und so ist das eben mit der
109 Fremdsprachenliteratur... und die hat auch individuell gefördert und hat gemeint: „Du musst
110 das lesen, und du das.“

111 S: Okay. Und in Deutsch? Also, in den Anfängen vom Lesen, war da irgendein spezielles
112 Genre, dass Sie da mehr angesprochen hätte? Oder mehr motiviert hätte?

113 A: Ich glaub der Anreiz zum Lesen war schon auch von den Eltern, auch weil immer
114 vorgelesen wurde. Auch so eben Adventgeschichten, der Klassiker. Und wir hatten dann in
115 der Volksschule diese Wettbewerbe, ‚Wer hat die längste Leseschlange?‘ Und das war schon
116 immer so ein Ansporn und... also ich hatte eine klassische Pferdephase und... von 6 bis 8, da
117 wurde alles von Wendy, bis... alles Mögliche gelesen und dann... diese R.L. Stein, also diese
118 Gruselgeschichten, als ich dann ein bisschen älter wurde, weil ich das cool fand und... also
119 hab ich alles Mögliche gelesen. So die klassischen Actiongeschichten, das mochte ich nicht,
120 aber so Freundschaftsgeschichten... also alles... Brezina... auch Nöstlinger mochte ich am
121 Anfang ganz gerne, also die Mimi... also alles eh sehr Klassisch... aber jetzt nicht so
122 beschränkt, also je nach Phase. Ich glaub auch da spielt das Elternhaus meiner Meinung nach
123 eine große Rolle, und wie das vorgelebt wird.

124 S: Natürlich.

125 A: Meine Mutter arbeitet auch in einer Bücherei freiwillig, also es war immer ein Thema.

126 S: Okay, also du hast immer sozusagen Einflüsse von außen... also durch deine Eltern und
127 deine Lehrer gehabt und das hat dich dann selbst so geprägt, dass du dann nicht immer nur
128 gezwungen wurdest, sondern dir vielleicht selbst gedacht hast: „Das ist vielleicht nicht so
129 blöd.“ ?

130 A: Ich glaub eben vor Allem in der Sprachentwicklung, also jetzt wird sich mein Sprachniveau
131 in der Fremdsprache... da wird sich wahrscheinlich nicht mehr so extrem viel tun, aber ich
132 hab's grad gemerkt, dass sich da vor Allem in der Ausdrucksweise verwendet habe, wo meine
133 Nachbarin immer gesagt hat: „Wie redest du?“, weil das irgendwo in den Büchern kam. Also
134 ich glaub eben als Kind ist es extrem wichtig, also eben auch für die Ausdrucksweise, das
135 Schreiben, das man schnell merkt ob ein Kind liest... oder nicht. Ich wüsste nicht, wie man

136 das sonst so gut lernen könnte, auch so unterschiedliche Ausdrucksweisen. Also das hat vor
137 Allem mein Deutsch, also meine Ausdrucksweise geprägt, also obwohl ich jetzt nie das
138 Sprachgenie war, da nie Probleme hatte.

139 S: Ja, gut. Und dann kommen wir schon zu meiner letzten Frage, nämlich über Ihre Zeit an
140 der Uni. Sie haben erwähnt, dass sie während Sie unterrichtet haben durch die Uni geprägt
141 waren, weil Sie da gelernt haben, Literatur ist wichtig. Und... ähm... vor der Uni, hatten Sie da
142 bestimmte Erwartungen, also an diese Kurse, oder...? Sind Sie da so reingegangen, so ja...
143 macht mal, auch von den Büchern die Sie lesen mussten oder von den Dingen die Sie eben...
144 in den Literaturkursen gelernt haben?

145 A: Ahm, also... hab ich jetzt konkrete Erwartungen an die Literatur an sich? Ich... also ich hab
146 mir eher vorgestellt, diese klassische Haltung, also es wird komplett klassisch. Ich werde die
147 ganzen Klassiker lesen müssen.

148 S: Mhm.

149 A: Weil mir das dann immer auch von Englischprofessoren in der Schule gesagt wurde, also
150 als ich gesagt hab ich werde studieren: „Du wirst das und das lesen.“ Und das war dann auch
151 gleich in der... ersten Literaturkurs wurde auch gleich... also diese Introductionvorlesung,
152 wurde gleich Hamlet gelesen. Also da wurde ich dann ein Bisschen bestätigt in meinen
153 Klischees, aber es wurde dann eigentlich sehr viel Diverser als ich mir das vorgestellt habe,
154 also ganz interessant, zum Beispiel mein letzter Kurs eben mit Short Stories, also sowas zu
155 analysieren, Kurzgeschichten, ja das war 'ne neue Perspektive, das hätt ich mir jetzt... an das
156 hätt ich wahrscheinlich jetzt so nie gedacht, dass man das auch lesen kann... als Genre...

157 S: Mhm.

158 A: Und wie man das alles analysieren kann, dass fand ich sehr interessant. Natürlich macht
159 man dann auch Sachen, ich bin nicht so der Poetry, also Gedichtsmensch... da hatt ich dann
160 auch einen Kurs und da konnt ich dann eben nicht so... das hab ich, konnt ich nicht so
161 wertschätzen, aber trotzdem find ich's wichtig, es gibt vielleicht Schüler, denen das mehr
162 gibt, dass man eben eine Bandbreite anbieten kann. Ich glaub das immer, also jetzt wenn das
163 Programm so weiter bleibt, so gut aufgestellt, auch von den Lehrkräften her, die war'n
164 immer alle begeistert von der Literatur... Was ich halt, also ein's der wichtigsten Dinge ist,
165 wenn einem... also bei mir war's halt so, weil wenn die Lehrerin begeistert ist... das... glaub
166 ich überträgt sich schon, also auf viele Schüler zumindest, wenn man das selber sagt, dass ist
167 trotz der Zentralmatura und allem drum und dran... ja.

168 S: Ja. Und... das heißt Sie haben, Sie haben gerade gemeint, dass Sie denken, dass das halt für
169 Ihre zukünftige Laufbahn wichtig war, dass Sie halt diese Bandbreite auch... wenn's zum
170 Beispiel Poetry oder so war, dass Sie selbst nicht so interessiert hätte, oder hat, dass es also

171 trotzdem diese Kurse... ähm, also eben nicht so wie man sich's erwartet hat, dass man nur
172 die Klassiker liest, und Shakespeare... und Sie waren also positiv überrascht von der
173 Bandbreite?

174 A: Und die Literatur in manchen Kursen, in Fachdidaktikkursen, und ich find da haben die
175 schon sehr viel und dann alles was man weis und kennt ist ein Vorteil, man hat ja dann die
176 unterschiedlichen Klassen und... je nach Klasse kann man dann unterschiedliche Sachen
177 verwenden und anwenden...

178 S: Ja, auch innerhalb von einer Klasse wird's dann die geben, die die Klassiker mögen und die,
179 die die Klassiker nicht mögen... Gut! Und jetzt noch zum Schluss, gibt es noch irgendetwas,
180 dass Sie ergänzen wollen?

181 A: Will ich noch etwas ergänzen?... Also ich denke so ist das eh eine gute Abdeckung...

182 S: Ja, gut! Dann nochmals danke für das Interview, und...

183 A: Bitteschön

184 S: Und, ja... ich kann Ihnen gerne das Transkript schicken, wenn Sie noch einmal drüber lesen
185 wollen. Danke!

9.2 Interview 2

Interview 2: 18.1.2018, 12:00

S...Interviewer

B...Interviewee

- 1 S: Danke, dass Sie sich bereiterklärt haben, mit mir dieses Interview zu führen.
- 2 B: Gerne.
- 3 S: Dieses Interview wird vertraulich behandelt und nur im Zuge meiner Diplomarbeit verwendet.
- 4 Ich nehme das Interview mit einem Diktiergerät auf und werde diese Aufnahme dann später
- 5 transkribieren. Danach wird die Aufnahme sofort gelöscht und nicht für etwaige andere Dinge
- 6 verwendet. Und sollten Sie irgendetwas sagen, dass Ihre Anonymität in Gefahr bringen könnte,
- 7 dann wird das natürlich dann auch im Transkript abgeändert.
- 8 B: Ja.
- 9 S: Okay, dann zu Beginn, können Sie mir einfach einmal über Ihre jetzige Tätigkeit als
- 10 Englischlehrperson erzählen... und über Ihre bisherige Laufbahn?
- 11 B: Also ich arbeite seit nunmehr sieben Jahren an einer allgemeinbildenden höheren Schule...
- 12 und zusätzlich an der dortigen Maturaschule, ahm, das ist eine Schule, die darauf ausgelegt ist,
- 13 dass Leute die vorher irgendwann ihre Schullaufbahn abgebrochen haben, dann doch noch auf
- 14 einem zweiten Bildungsweg zur Matura kommen. Ahm... unsere Schule ist allerdings am
- 15 Vormittag... also unsere Stundenpläne sind so ausgelegt, dass der Unterricht am Vormittag
- 16 stattfindet, was tendenziell ein jüngeres Publikum anzieht, als bei den klassischen... ahm,
- 17 Abendschulen, ahm, weil du natürlich nicht einen 40 Stunden Job machen kannst, und dann
- 18 auch noch in die Schule kommen kannst. Insgesamt sind unsere Schüler der Maturaschule also
- 19 im Schnitt 19 Jahre alt und teilweise motiviert und teilweise nicht... weil das ja die Eltern zahlen,
- 20 und die Eltern vielleicht auch dazu drängen. Ahm, sie machen, wie die restliche Schule eine AHS
- 21 Matura dann, ahm und ja mein Verhältnis zu ihnen ist normalerweise eher kollegial, weil wir
- 22 gemeinsam das Ziel Matura erreichen wollen, und das ist eigentlich ganz nett, eine schöne
- 23 Atmosphäre.
- 24 S: Sehr gut... ahm, in meiner Diplomarbeit geht es um Literaturunterricht und meine ersten
- 25 Fragen sind jetzt einmal, zum Einen, machen Sie Literaturunterricht? Wie wichtig finden Sie es?
- 26 Wieso machen Sie es, oder wieso nicht?
- 27 B: Ahm, also ich bezieh mich einmal nur auf Englisch... also ich bin Englischlehrperson in meinen
- 28 Klassen und habe auch Deutsch... und es ist ja so, dass meine Schüler die die externe Matura,
- 29 also Externistenmatura heißt das, dass die eine Leseliste für die Matura abgeben müssen... ahm,
- 30 jetzt wo die Umstellung langsam zur Zentralmatura erfolgt, ist das nicht mehr ganz so, aber sie
- 31 haben noch immer eine Teilprüfung, wo sie das haben müssen, da müssen sie eine Leseliste

32 abgeben. Also da bin ich Teilweise dazu verpflichtet, aber ich hab mir jetzt schon Gedanken
33 dazu gemacht, weil jetzt die erste Klasse der Maturaschule die Zentralmatura macht, ob ich
34 noch immer Literatur mache, und ich sage Ja... so wie ich das auch in meinen anderen Klassen
35 weiterhin mache. Ich habe ganz oft das Problem, dass grundsätzliche Themen gar nicht
36 verstanden werden, wenn die Schüler gar nicht... nicht Hintergrundinformation haben über,
37 über Kultur und Tradition, und ich finde die Literatur ist da ein schöner Ansatz, das man auch
38 einen Aufhänger hat, über diese Themen zu diskutieren, die für die Kultur oder für die kulturelle
39 Bildung oder einfach auch so zum Spaß... also einfach auch, die einfach wichtig sind. Man kann
40 auch, man kann über Drogen diskutieren, indem man ein Buch liest, in dem einer Drogen
41 nimmt, und das ist eigentlich ganz nett.

42 S: Ja... und weil Sie sagen, ein Buch über Drogen... also etwas Modernes, lesen Sie dann auch
43 Klassiker?

44 B: Ja, ich habe zuletzt mit einer fünften Klasse schon, ahm The Perks of being a Wallflower
45 gelesen. Ahm, Stephen Chbosky oder so heißt der Autor, und der schreibt, also das ist ein
46 Tagebuch von einem Schüler, also insofern nicht so, ahm, also so schlimmes Register das ich
47 sag, also das schaffen sie in der fünften Klasse noch nicht. Und deshalb hab ich mich dazu
48 entschieden, weil das ist ganz angenehm, der schreibt sein Tagebuch mit relativ einfachen
49 Sätzen, also relativ einfache Sätze deshalb, also das kommt dann am Schluss raus, also Spoiler,
50 ahm, er hat nämlich eigentlich eine psychische Störung, deshalb schreibt er grundsätzlich
51 eigentlich immer sehr selten in complex sentences und das war eine ziemlich gute Wahl denk
52 ich, also auch für ein etwas niedrigeres Niveau und... der erlebt also auch, also das ist eine
53 coming of age novel, also der erlebt einfach so Sachen, wie... er geht auf Partys, er ist noch in
54 der High School selbst, und er muss selber eine Leseliste abarbeiten und... und ja, er geht auf
55 Partys und sammelt dort Erfahrungen mit Alkohol und Drogen und mit der Liebe natürlich auch.
56 Insofern hat das die Lebenswelt der Schüler betroffen.

57 S: Und wenn Sie etwas auswählen, dass Sie lesen wollen, dann lesen Sie es zuerst selbst und
58 entscheiden dann, oder lassen Sie da auch die Schüler mitentscheiden?

59 B: Hm, also ich bevorzuge natürlich Bücher, die ich selbst kenne, oder von denen ich zumindest
60 gehört habe, weil da weis man zumindest, worauf man sich einlässt. Aber ich mach das
61 eigentlich schon, dass ich die Schüler demokratisch miteinbeziehe, ahm ich hab einmal anonym
62 abstimmen lassen, auf kleinen Zettelchen durfte mir jeder einen Vorschlag geben, welches Buch
63 würde ich gerne als nächstes lesen wollen, und dann hab ich einfach wirklich gezählt, wenn sich
64 etwas wiederholt hat und dann haben wir das gelesen, was die meisten Stimmen bekommen
65 hat.

66 S: Und das ist dann eher das Moderne, oder was Klassisches?

67 B: Also der letzte Vorschlag, also das nächste Buch, das haben wir aber noch nicht begonnen,
68 das kaufen sie erst gerade, ist The Picture of Dorian Grey, also würd ich als Klassiker zählen und
69 war auch ein Schülervorschlag. Und ich war eigentlich ganz froh und es ist halt ein bisschen
70 Abwechslung zu den Modernen Büchern, das ist eigentlich ganz gut.

71 S: Und Sie lesen aber normalerweise in Klassenstärke, nicht individuell jeder liest etwas, auf das
72 er Lust hat.

73 B: Ja. Sie dürften es schon, und ich habe ihnen auch angeboten, das ich etwas verbessern
74 würde, wenn sie zusätzlich etwas schreiben wollen, ein Literaturportfolio... aber mein Auftrag,
75 also eine Hausübung ist es bei mir nie. Von mir kommt das nicht, also da müsste schon die
76 Initiative von ihnen kommen.

77 S: Und Sie haben auch erwähnt, dass sie die Schüler selbst Bücher auswählen lassen, gibt es da
78 zusätzlich zu dem, das es sie selbst betreffen könnte noch andere Motivationen von
79 Schülerseite?

80 B: Also viele wollen wissen, wie lange es ist... und die meisten, die das fragen wollen als
81 Antwort, dass es kurz ist. Ja, also man kriegt sie schon wenn man sagt, ja das hat nur 100 Seiten,
82 und das ist oft leider auch ein Kriterium, wo ich mir manchmal auch denke, es gibt Bücher, die
83 wären so gut, aber sie haben halt leider 300 Seiten, kann ich's dann machen?

84 S: Also es geht eher um die Länge, nicht so sehr um den Inhalt?

85 B: Ja, genau, also das muss ich schon sagen... Also es kommt vielleicht auch ein bisschen auf die
86 Berühmtheit des Autors an, also Oscar Wilde, also ist jetzt ja schon durchaus bekannt und sollte
87 man vielleicht auch kennen, denke ich. Gehört zu einem Literaturkanon den man akzeptieren
88 kann, und insofern war ich da auch erleichtert, dass das als Vorschlag kam... Mit einer anderen
89 Klasse mache ich gerade ein Literaturportfolio zu Stolz und Vorurteil, vor Allem weil ich da
90 gemerkt habe, also ich habe diese spezielle Klasse sowohl in Deutsch als auch in Englisch und ich
91 habe immer wieder bei Diskussionen bemerkt, dass sie nichts wissen über die Rechte von
92 Frauen, oder dass sie nicht ganz verstehen, eben wie das ist mit, Frauen müssen eigentlich
93 heiraten und wie schlimm, also wie groß eigentlich der Skandal war, wenn man ein uneheliches
94 Kind bekommen hat und, also vielleicht gibt's da noch andere Bücher, aber Anna Karenina hat
95 leider 1000 Seiten, und deshalb hab ich mir gedacht, gut, ich nehme Stolz und Vorurteil, und es
96 sind ja immerhin 5 Mädchen und drei davon erleben etwas in Richtung Liebe und in Richtung
97 Heiratsanträge und deshalb diskutieren wir eben das, und eben verschiedene Aspekte von
98 Frauen im Umgang mit Ehe und den zukünftigen Ehemännern abzuarbeiten. Also das mache ich
99 wirklich auch, um sie kulturell und historisch zu bilden, und weil der Text relativ schwierig ist,
100 das hab ich auch gemerkt, wenn ich ihnen Textpassage gegeben habe, zum Lesen
101 zwischendurch, schauen wir lieber die BBC Verfilmung an, die ja sehr textnah ist. Also das erste

102 Kapitel haben wir gemeinsam gelesen und dann haben wir Filmausschnitte angesehen und den
103 Heiratsantrag, den ersten von Mister Darcy haben wir wieder gelesen, weil das ja eine
104 Schlüsselstelle ist und den Brief daraufhin, den lesen wir auch wieder und... also wir lesen
105 zwischendurch, aber wir lesen jetzt nicht das gesamte Buch...

106 S: Ja, sehr gut. Also dadurch, dass Sie schon seit einiger Zeit unterrichten, haben Sie
107 irgendwelche Trends beobachten können zum Leseverhalten? Also ich meine, zu meiner Zeit hat
108 man gelesen als Freizeitaktivität und heutzutage gibt es Smartphones und andere elektronische
109 Gadgets, die mehr Ablenkung bringen...

110 B: Ja, also ich denke auch Menschen die gerne lesen merken gar nicht, wie viel Zeit sie, anstelle
111 zu lesen, damit verschwenden, das sie mit dem Handy spielen vor dem laufenden Fernseher,
112 also ich bin ja schon ein bisschen älter, bei mir war halt irgendwann nichts mehr im Fernsehen...
113 und es hält ja auch der Handyakku jetzt viel länger, also früher hab ich nämlich grundsätzlich
114 immer am Strand gelesen, da war ja eigentlich gar keine andere Möglichkeit, jetzt hat man ja
115 sogar am Strand irgendwie die Möglichkeit, irgendein electronic device mitzunehmen,... alles ist
116 tragbar, mein Stand PC in meinem Kinderzimmer, den konnte ich nirgendwo mit hinnehmen, im
117 Gegensatz zu meinem Laptop, also und das seh ich bei den Schülern auch, also alle sitzen nur
118 mehr da mit dem Handy und ich weis nicht, wie wertvoll dann da die Texte sind, die sie lesen.

119 S: Und weil Sie auch die Zentralmatura erwähnt haben, wo Literatur ja nicht mehr wirklich
120 getestet werden kann, also bekommen die Schüler das mit? Also sagen die dann, das ist sinnlos,
121 das zu machen? Und wie ist es unter den Kollegen, oder ist es derweil noch nicht so stark
122 abzusehen, das die Zentralmatura sich da auswirkt?

123 B: Ich glaub, dass man als Lehrer selbst die Macht hat über den Unterricht, und wenn man
124 selber sagt, schaut, dass ist wichtig, das bringt euch ganz viele Vokabeln bei und da können wir
125 ganz viel damit machen, mit einem Buch, und dann auch wirklich etwas machen, also was
126 diskutieren, eine Schreibhausübung dazu gibt, und also solche Sachen, das kann man immer
127 einbauen. Ich glaube das braucht man für all diese Dinge die wir in Literature and Culture
128 gelernt haben auf der Uni... also das es eigentlich nur auf die Lehrereinstellung drauf ankommt,
129 also ich würde es mir jetzt auch nicht von den Schülern direkt verbieten lassen, wenn die das
130 Anzweifeln, dass das wichtig ist, dann sag ich halt, merkst du ja gar nicht, wie wichtig das ist,...
131 ich glaub grade auf dem Oberstufenniveau ist es ja auch schwierig, Progress irgendwie zu sehen,
132 bei den einzelnen Schülern, weil die ja schon in der fünften nicht Null können und dann sollen
133 sie aber immer besser und besser werden, und da ist das Wichtigste, man beschäftigt sich mit
134 der Sprache, und solange man das vermittelt, ist das das Wichtigste. Aber ich denke schon, das
135 die Zentralmatura grundsätzlich, flächendeckend eher ahm, verhindert, das man liest. Man hat
136 nur 50 Minuten Zeit pro Einheit, und es ist eine limitierte Wochenstundenanzahl und da ist

137 dann die Frage, wie viel Zeit hat man überhaupt, um eben eine längere Diskussion über Pride
138 and Prejudice zu führen, oder The Picture of Dorian Grey, wenn man eigentlich inzwischen auch
139 Readings und Speakings und die normierten Dinge testen könnte, oder üben könnte.

140 S: Ja. Und Sie haben auch erwähnt, dass sie selbst gerne gelesen haben, am Strand. Und deshalb
141 meine Frage, lesen Sie jetzt noch gerne, wie war das als Kind, und was waren da die
142 Motivationen dafür oder dagegen?

143 B: Also ich lese leidenschaftlich gerne, also ich habe immer ein Buch, das ich gerade lese, selbst
144 wenn ich gerade nur 5 Seiten geschafft habe, liegt immer... also meistens lese ich auch im Bett
145 muss ich sagen, und auch immer in meiner Tasche, also wenn ich irgendwohin unterwegs bin,
146 kommt immer ein Buch mit. Also ich bin nicht ganz so schlimm wie die Rory Gilmore, das ich es
147 wirklich überall hin mitnehme, also ich nehme es nicht mit auf eine Party, aber wie gesagt, wenn
148 ich länger unterwegs bin, dann nehme ich es mir mit, wenn ich das Gefühl habe, da könnte ich
149 Zeit haben, inzwischen etwas zu lesen. Also ich liebe es zu lesen und manchmal kann ich mich
150 gar nicht entscheiden, was ich zuerst lesen soll, also... ich habe eine To-Do List, was ich als
151 nächstes Lesen sollte. Ich lese auch in allen Sprachen, die ich sprechen kann, also ich lese
152 Deutsch, eigentlich auch, weil ich Deutschlehrperson bin und ich denke das gehört zu meiner
153 Allgemeinbildung dazu, und auch immer auf der Suche nach neuen Unterrichtsmaterialien, ich
154 lese aber meistens, also ich denke 90 Prozent meiner Bücher sind englische Bücher, weil's mir
155 auch einfach wahnsinnig Spaß macht, eben die, die Vokabeln die ich kenne, in Anwendung zu
156 sehen, ich finde das irgendwie sehr ansprechend, die fremde Sprache zu lesen. Und Italienisch,
157 da muss ich mich manchmal ein bisschen dazu zwingen, aber wenn dann, dann macht es mir
158 auch Spaß.

159 S: Und in der Schule, ahm, also auch Einflüsse von Lehrern, oder zu Hause von Eltern?

160 B: Ahja, also ich kann mich erinnern, dass ich mit 8 Jahren die Kinder von Bullerbü verschlungen
161 hab, also ich lese seit ich's gut kann, also 7, oder 8, also immer schon. Meine Eltern lesen auch,
162 mein Papa mehr als meine Mama, aber ich glaube auch deshalb weil meine Mama manchmal
163 eher den Eindruck macht, sie wäre viel mehr mit dem Haushalt beschäftigt... mein Vater liest
164 sehr sehr viel. Und Mein Vater, der ist auch Lehrer, den hab ich in den Sommermonaten ganz
165 oft auch auf einem Liegestuhl im Garten mit einem Buch gesehen und, das ist so ein Bild von
166 meinem Vater. Er liest Romane, er liest Fachzeitschriften, er liest... aber eben auch Romane.
167 Man kann ihm immer ein gutes Buch schenken, zu Weihnachten, das ist immer was, was bei ihm
168 gut ankommt.

169 S: Und gibt es bei dir ein spezielles Genre, dass dich mehr motiviert zu lesen, oder liest du
170 einfach durch die Bank alles?

171 B: Hm, also ich war eine Zeit lang sehr Anti-Fantasy, aber das hab ich abgelegt, ich lese

172 inzwischen alles. Es macht mich natürlich sehr neugierig, wenn etwas sehr beliebt ist, also wenn
173 ich ganz frei wählen kann... also ich habe die Twilight Saga gelesen, ich habe Herr der Ringe
174 gelesen, ich habe Harry Potter gelesen, weil ich natürlich auch wissen wollte, worüber alle
175 reden, ah Shades of Grey... Also ich bin dann schon auch so, dass ich sag okay, wenn alle drüber
176 reden, dann möchte ich's auch wissen und die meisten schaun sich ja eh nur die Filme an, also
177 weis ich dann meistens mehr als die anderen, und das gefällt mir... aber sonst, also vielleicht bin
178 ich schon ein bisschen ein Mädchen, also ich mag Liebesgeschichten, aber manchmal finde ich
179 kommen in Science Fiction Geschichten die besseren Liebesgeschichten vor sogar, weil da gibt's
180 oft einen guten Grund, warum dieses Paar nicht zusammen sein kann, und nicht nur irgendein
181 vorgeschobener...

182 S: Ja, okay. Dann komm ich eigentlich schon zu meiner letzten Frage, nämlich wenn Sie sich an
183 Ihre Unizeit erinnern, hatten Sie da spezielle Erwartungen an die Literaturkurse? Wurden diese
184 Erwartungen erfüllt, oder nicht, und haben oder hatten diese Kurse irgendwelche Einflüsse auf
185 Ihre jetzige Tätigkeit als Lehrperson, die Art wie Sie unterrichten, was Sie unterrichten?

186 B: Also wenn ich mich an meine Erwartungen zurückerinnere, dann muss ich sagen, ich glaube,
187 ich dachte es ist mehr und... wobei ich denke, also zum Beispiel in Deutsch, da gibt es Kurse, da
188 muss man jede Woche ein Buch gelesen haben und darüber diskutieren. Das hab ich dann in
189 Englisch ein bisschen vermisst, weil so das Schlimmste, also unter Anführungszeichen war da
190 vielleicht so ein Skriptum mit Kurzgeschichten, oder... für das ganze Semester, oder vielleicht
191 auch so 3 Romane über das Semester verteilt, also gut, ich habe in Deutsch bewiesen, ich würde
192 auch jede Woche eines schaffen, also das war dann eigentlich wenig und ich glaub im Ganzen
193 muss ich überhaupt sagen, es ist einfach weniger in Summe, als ich erwartet habe. Vielleicht
194 auch weniger die Klassiker, also alle sind so damit beschäftigt, was neues zu machen, das man
195 eigentlich vergisst, dass Studenten, die aus normalen Schulen kommen eigentlich wenig über
196 die ganzen Klassiker wissen und die Klassiker wurden nur in den Surveys behandelt und dann
197 eigentlich... und da nicht wirklich mit lesen, also mit wenig Leseproben, also mit wirklich lesen,
198 sondern eigentlich nur in der Theorie darüber reden, wann Shakespeare geschrieben wurde und
199 so, das find ich ja eigentlich fast ein bisschen Schade, weil eben meine Literaturvorlesungen
200 dann waren eben eigentlich zu... zum Beispiel The Roaring Twenties und so, also was ganz
201 Spezielles von Amerika in der Zeit, oder Postcolonialism, oder jetzt hab ich etwas gemacht zu
202 Ecocriticism, also da die ganze Zeit nur Nature Thema in der Literatur, und ja... beeinflussen für
203 meinen Unterricht, ja, die Grundidee ist schon immer gut, aber manchmal hab ich schon das
204 Gefühl, dass die Bücher zu schwierig sind, vor Allem wenn man dann rauslesen soll, was man
205 eigentlich rauslesen müsste, weis ich nicht, ob das meine Schüler können. Also von dem her geh
206 ich dann für meine Schüler gerne wieder zu den Klassikern, von denen sie vielleicht schon mal

207 was gehört haben, damit sie vielleicht in allgemeinen Konversationen dann damit auftrumpfen
208 könnten, also mehr ein Allgemeinwissen vermitteln, und die Uni ist da eben ein bisschen zu
209 speziell und die Seminare sind mit einem bestimmten Thema assoziiert, also ein Aufhänger, und
210 genau zu dem Thema weist du dann was und es gibt so viele andere Themen, über die du dann
211 noch nie etwas gehört hast. Und das ist fast schade. Aber es inspiriert mich sehr selber zum
212 Lesen, also ich finde es eigentlich immer spannend, das die Uniprofessoren immer eine Leseliste
213 hergeben, und selbst wenn's dann nur das Referatsthema von einem Kollegen war, kauf ich mir
214 dann oft das Buch, um es selbst zu lesen. Auch vielleicht, wenn ich's nicht unterm Semester
215 schaffe, dann halt danach.

216 S: Ja... gibt es noch irgendetwas, das Sie ergänzen möchten?

217 B: Vielleicht nur, manchmal stellt man sich's als Lehrer schöner vor, Literatur zu unterrichten, als
218 es dann wirklich ist. Es ist dann oft so, das an dem Tag, an dem eine Lesehausübung fällig ist,
219 kommen dann einige meiner Schüler nicht, was mich manchmal auch ärgert, weil es wäre gar
220 nicht aufgefallen, ich lasse ohnehin offen diskutieren oder mache Gruppenarbeiten, so dass
221 man sich theoretisch hinter den Kollegen verstecken kann, also ich versteh manchmal nicht,
222 wieso sie glauben, dass es so entwürdigend für sie ist, wenn sie da ein bisschen weniger
223 mitarbeiten, also das ärgert mich manchmal ein bisschen, und das ist vielleicht dann das
224 frustrierende und da kann ich dann Kollegen verstehen, die es dann nicht machen.

225 S: Gut. Danke für das Interview.

226 B: Bitte.

9.3 Interview 3

Interview 3: 18.1.2018, 17:00

S...Interviewer

C...Interviewee

1 S: Danke, dass Sie sich bereit erklärt haben, mit mir dieses Interview zu machen. Das Interview wird
2 mit einem Diktiergerät aufgezeichnet, damit ich später davon ein Transkript erstellen kann. Danach
3 wird die Aufnahme sofort gelöscht und nicht für etwaige andere Dinge verwendet. Natürlich wird
4 alles, was hier gesagt wird vertraulich behandelt und nur im Zuge meiner Diplomarbeit verwendet.
5 Und sollten Sie irgendetwas sagen, dass Ihre Anonymität in Gefahr bringen könnte, dann wird das
6 dann auch im Transkript abgeändert...

7 Gut, können Sie mir am Anfang einmal über ihre aktuelle Tätigkeit erzählen, beziehungsweise über
8 Ihren Werdegang, also beginnend mit Ihrer Schullaufbahn.

9 C: Okay, ähm, also ich studiere Englisch und Deutsch auf Lehramt, bin noch nicht fertig, bin aber schon
10 gerade in Richtung Diplomarbeit und habe im Schuljahr 2015/16 begonnen zu unterrichten. Nur
11 Englischstunden, aufgrund von Stundenmangel in Deutsch, ähm, und bin jetzt eben in meinem dritten
12 Dienstjahr... in einem Oberstufengymnasium und Handelsschule kombiniert.

13 S: Mhm, ja, in meiner Diplomarbeit geht es um Literaturunterricht. Das heißt, meine erste Frage ist,
14 machen Sie diese Art von Unterricht, wenn ja, in welcher Form und wie wichtig oder unwichtig finden
15 Sie diese Art von Unterricht?

16 C: Ich finde Literaturunterricht ist sehr wichtig, vor Allem in einem Sprachenfach eben, auch in
17 Englisch. Und deswegen mach ich das auch sehr gerne. Ich habe aber auch das Gefühl, dass dem jetzt
18 nicht sonderlich viel Beachtung beigemessen wird, weil ja Literatur und alles was dazugehört bei der...
19 bei standardisierten Tests und auch der Matura eigentlich gar keine Rolle spielt. Deswegen bleibt
20 einem auch nicht sonderlich viel Platz im Unterricht, das großartig zu behandeln. Ähm, ich hab das bis
21 jetzt so gemacht, dass ich letztes Jahr zum Beispiel ein Portfolio gemacht hab mit den Schülern. Das
22 war eine siebte Klasse und sie konnten sich aus einer Liste von Jugendbüchern eines aussuchen und
23 mussten das mit verschiedenen Aufgaben dann bearbeiten. Und das hat sehr gut funktioniert. Was
24 schwierig ist, ist das man dann auch versucht als Lehrer selber die Bücher zu kennen, weil sonst
25 können die einem alles Mögliche erzählen, ähm, und ich versuche auch verschiedene Genres
26 abzudecken. Ich hab auch eben, also normale Prosaliteratur, Trivilliteratur gemacht. Heuer haben wir
27 Macbeth gemacht, also auch Drama und ein bisschen auch Poetry bei Shakespeare behandelt, wobei
28 ich aber das Gefühl habe das das in Englisch ganz schwierig ist, ein Shakespeare ist glaub ich zu hoch
29 angesetzt. Ich glaub das man Poetry schon ganz gut behandeln kann, aber das müsste man dann
30 unterbrechen auf ein weniger schwieriges Niveau, wie das zum Beispiel in Deutsch auch funktioniert.
31 S: Mhm, also das heißt, das war eine Liste, wo sie sich dann selbst was aussuchen konnten?

32 C: Genau.

33 S: Und war da von Genres spezielles oder durch die Bank alles?

34 C: Ja, es war eigentlich sehr gut durchmischt. Es wa Science Fiction dabei, Jugendbücher im Sinne von
35 Romantik, Dystopian Literature, ... also es war eigentlich alles Dinge, wo ich mir gedacht hab, das
36 könnte sie interessieren, meist spannend, mit einem Twist am Ende. Und sie konnten sich das dann so
37 aussuchen, dass ich ihnen einen Abstrakt gegeben habe aus dem Buch, ohne das sie gewusst haben,
38 wie das Buch heißt und sie dann au Grund dieses Abstracts oder dieses Absatzes eben entscheiden
39 mussten, das interessiert mich und das möchte ich dann gerne weiterverfolgen. Also das funktioniert
40 glaub ich sehr gut und da gibt es auch sehr gutes Material dann dazu.

41 S: Und gab es dann von den Portfolios selber Ihrer Meinung nach Genres, die die Schüler mehr oder
42 weniger interessiert haben?

43 C: Ja, also ich glaub das Romantik, also das Romantikgenre nicht so gut angekommen ist, weil auch
44 sehr viele Burschen in der Klasse sind und auch die Mädchen waren daran weniger interessiert, die
45 haben gemeint, das ist so cheesy und so übertrieben dargestellt, kein Jugendliche verhält sich so und
46 was gut angekommen ist, da gab's ein Buch, da ging es um Zombies und das Überleben in einer
47 Zombieapokalypse, also das kam gut an und auch so spannende Science Fiction Dinge, das war auf
48 jeden Fall beliebt.

49 S: Also denken Sie eher, das der Inhalt ausschlaggebend für die Motivation der Schüler war, oder
50 denken Sie es kommt auch auf die Einstellung der Lehrperson an? Also wenn der Lehrer sagt, lesen ist
51 wichtig...?

52 C: Also ich hoffe es. Ich versuche immer der Literatur positiv gegenüberzustehen und ich sag auch
53 immer, das lesen ein tolles Hobby ist und das sie das nutzen sollten. Und selbst wenn sie jetzt nicht
54 freiwillig in ihrer Freizeit Bücher lesen, dann kann das zumindest sinnvoll sein im Sinne von, ich
55 beschäftige mich mit Sprache, und vor Allem auch in Englisch, je mehr sie lesen, desto besser ist das
56 Vokabular und die Grammatik verbessert sich meiner Meinung nach auch und man bekommt einfach
57 ein Gefühl für Sprache. Ich glaube aber auch, dass hier eher der Inhalt ausschlaggebend war und der
58 Inhalt der Portfoliotasks ansprechend war, glaub ich. Also sie mussten da nicht nur Dinge schreiben,
59 sondern zum Beispiel eine Stelle im Buch als Stilleben darstellen, sozusagen, also so eine Mannequin-
60 Challenge. Einer hat das mit Playmobilfiguren gemacht, der andere hat ein Foto davon gemacht mit
61 seinen Freunden und Familie, das war eigentlich ganz cool. Dann mussten sie ein Cover gestalten, also
62 so klassische Portfoliotasks eben, und es war eher wenig schreiben und eher sich wirklich mit dem
63 beschäftigen, was kam vor und ich glaub das kam auch gut an und würd ich wieder so machen.

64 Literaturportfolios, die wirklich darauf abzielen, dass man 17 Aufsätze schreibt, also schreibe einen
65 Brief an eine Figur und so weiter, also ich denke das hätten sie nicht so gut aufgenommen.

66 S: Ja, das denke ich auch. Und haben Sie das Gefühl, das Schüler heutzutage noch gerne lesen, wenn

67 sie nicht dazu gezwungen werden?

68 C: Nein, also überhaupt nicht. Ich denke das Lesen eines der unbeliebtesten Hobbies ist, das es zur Zeit
69 gibt. Also ich bin eben an einer Schule mit Sportzweig, wo sie generell noch weniger Zeit haben sich
70 mit sowas zu befassen sodass die Bereitschaft überhaupt schon mal sehr gering ist. Es gibt vereinzelt
71 Schüler, die gerne lesen, aber ich habe keinen, ich hör das nur von Kollegen. Also angeblich gibt es die
72 wo, aber ich denke es ist extrem uninteressant für sie und es ist wenig aufregend und wenig
73 Aufregung dabei, und ich glaube es fehlt ihnen vielleicht auch so ein bisschen die Idee, wo bekomme
74 ich vernünftiges Lesematerial her. Lustigerweise ist heute ein Schüler zu mir gekommen nach dem
75 Unterricht und hat mich gefragt, ob ich Bücher empfehlen kann, die er lesen soll. Was mich sehr
76 wundert, weil das war bis jetzt noch nicht so, aber sonst, jedesmal, wenn es heißt, wir lesen jetzt ein
77 Buch, ist ein großes Stöhnen und Oh mein Gott, Nein. Und wenn man fragt, was habt ihr zuletzt
78 gelesen, irgendwas im Deutschunterricht, aber niemals irgendwas in der Freizeit.

79 S: Also das mit der Zentralmatura haben Sie eh schon angesprochen, dass Sie denken es wird noch
80 weniger werden...

81 C: Ja, also auf jeden Fall, also auch zum Beispiel bei der mündlichen Matura, wenn man zum Beispiel
82 eine Klassenlektüre liest, dann kann man das trotzdem nicht bei der Matura dann einfließen lassen.
83 Was ich ganz Schade find, weil wenn die Schüler das wüssten, dann würden die noch weniger da
84 mitmachen wollen. Was ich auch verstehe... und man hat dann auch sehr wenig Zeit sich noch damit
85 zu befassen, wenn man diese ganzen Standardformate prüfen muss.

86 S: Gut, dann komme ich zu meiner nächsten Frage. Lesen Sie selbst, beziehungsweise haben Sie als
87 Kind oder Jugendliche gelesen?

88 C: Ja, also ich hab eigentlich immer sehr viel gelesen, hab auch sehr früh gelesen, meine Mutter ist
89 Deutschlehrerin, die hat mich da immer ein bisschen gepusht... also ich finde eben, lesen ist eines der
90 schönsten Hobbies, die man haben kann, weil es die Fantasie anregt und man muss sich eben selbst
91 was vorstellen und bekommt nicht alles so präsentiert. Ahm, als Schülerin... also ich hab früher
92 deutlich mehr aus Spaß gelesen, also jetzt seitdem ich studiere hat es oft eigentlich einen schlechten
93 Beigeschmack, weil ich das Gefühl habe, ich muss das lesen, ich mach es nicht aus Spaß, das ist
94 eigentlich sehr Schade. Und ich hab das Gefühl, für jedes Buch, dass ich lese kommen 10 dazu, die ich
95 eigentlich kennen müsste und das ist schwierig. Die Motivation dazu war eigentlich Interesse und auch
96 Spaß an Sprache, deshalb studiere ich das auch. Und ich finde es ganz Schade, dass das jetzt nicht mehr
97 so ist, oder ich das zumindest nicht mehr so mitbekomme. Ich finde es auch Schade, dass ich jetzt
98 persönlich weniger Zeit habe dafür, weil eben so viele Dinge zu lesen sind, die eigentlich
99 fachspezifisch sind. Und selbst wenn es jetzt Unterhaltungsliteratur ist, hat es immer diesen
100 Beigeschmack, das ich es jetzt machen muss, ich hab's mir nicht selber ausgesucht.

101 S: Also haben sich Ihre Motivationen auch über die Zeit verändert?

102 C: Ja, genau.

103 S: Und haben Sie, oder hatten Sie ein Lieblingsgenre, oder lesen Sie durch die Bank einfach alles?

104 C: Also ich mag eigentlich am liebsten Dystopian Fiction, also auch sowas, was in der Zukunft spielt.

105 Was ich nicht so gerne mag sind so romantische, lustige Bücher, das ist jetzt nicht so meins. Insofern

106 bin ich auf Seiten meiner Schüler... Ich bin auch nicht so ein großer Fan von Gedichten, oder Poesie

107 und auch von Theatertexten, weil ich finde, das ist sehr sperrig und sollte eigentlich nicht gelesen

108 werden, sondern erlebt, und das ist halt oft nicht so möglich. Ja, also ich mag gerne Bücher, die sehr

109 dick sind, weil da hab ich das Gefühl, man kann sich richtig reinarbeiten. Ich hab auch gerne Bücher,

110 die sich mit Diskriminierung befassen, also zum Beispiel 'To Kill a Mockingbird' ist mein absolutes

111 Lieblingsbuch... ja, das wären so meine Lieblingsgenres. Ich versuch das auch immer so zu

112 transportieren, das man auch gesellschaftskritische Themen mit Literatur aufgreifen kann.

113 S: So, dann komme ich schon zu meiner letzten Frage, nämlich zu Literaturkursen an der Uni. Hatten

114 Sie da bestimmte Erwartungen an diese Kurse, und wurden die erfüllt, oder auch nicht? Und hat das

115 irgendeinen Einfluss darauf, wie Sie unterrichten?

116 C: In Englisch gibt es ja eigentlich nur eine Vorlesung im ersten Semester, und dann das Literature

117 Survey, wo ich eigentlich sehr viel gelesen habe, weil ich da auch ein bisschen Angst hatte, vor der

118 Prüfung immer. Und im zweiten Abschnitt gibt es dann nur das Seminar, den Literature course und die

119 eine Literaturvorlesung. Da hab ich eigentlich schon sehr viel gelesen, das war auch sehr gut, und was

120 mir besonders gut gefällt ist, wenn sich so Fachdidaktikkurse um Literatur im Unterricht drehen, und

121 wenn man auch Tipps bekommt. Zum Beispiel eben Literature and Culture in the EFL classroom, die

122 Hälfte meiner Portfolioideen hab ich von diesen Kursen. Das war eben so toll, weil da vermittelt wird,

123 was man alles damit machen kann, jetzt nicht nur für mich jetzt, was ich mit Literatur anfangen kann,

124 sondern auch, wie ich das meinen Schülern auch weitergeb. Und da find ich ist die Anglistik eigentlich

125 eh gut, könnte aber auch ausgebaut werden, weil in der Praxis brauch ich solche Kurse viel mehr als

126 Linguistics meiner Meinung nach. Und angeblich im neuen Bachelor geht es noch mehr zurück, wird

127 also noch weniger und ich denk mir drei Dinge sind ja eh schon nichts.

128 S: Also das Proseminar gibt es im ersten Abschnitt noch...

129 C: Ja, genau. Aber ehrlich gesagt kann ich mich gar nicht mehr erinnern, was wir da gemacht haben,

130 also kann es nicht sonderlich umfangreich gewesen sein...

131 S: Ja, zum Einen einmal Danke für das Interview und wollen Sie noch irgendetwas ergänzen?

132 C: Ja, also ich finde es eben Schade, dass es eben nur noch wenig Stellenwert hat in Englisch. In

133 Deutsch ist das natürlich anders, da kann man aber auch viel mehr mit den Textbeilagen, also bei der

134 Schularbeit wird da lesen viel mehr verlangt als im Englischen, also bei der Matura in Englisch muss ich

135 einen Text schreiben ohne jegliche Textbeilage, ich muss eigentlich nur bei der Reading

136 Comprehension texterfassend lesen können, das hat aber mit Literatur nichts zu tun. Und ich find's

137 Schade, dass in einem Sprachenfach eigentlich keinerlei Wert darauf gelegt wird, das man wirklich
138 liest, also auch authentische Texte. Mit authentischen Texten kann man den Schülern einfach auch viel
139 vermitteln, was auch englischsprachige Kinder lesen.
140 S: Ja, dann nochmals danke für das Interview.
141 C: Wunderbar.

9.4 Interview 4

Interview 4: 29.1.2018, 15:30

S...Interviewer

D...Interviewee

1 S: Thank you for doing this interview with me.

2 D: No problem.

3 S: First of all, I will record the interview on this recording device. I will need this recording for making a
4 transcript and then I will delete it immediately and will not use it for anything else. I will use the
5 transcript for my thesis. This interview is anonymous and should you say anything that could threaten
6 your anonymity, I will change that in the transcript.

7 D: Great.

8 S: So first of all, can you tell me a little bit about yourself and about your work. So, how long have you
9 been a teacher and what kind of teaching have you been doing so far?

10 D: Okay, so I've been teaching for nearly nine years now. So I started in 2008 as a native speaker in a,
11 what it was called, a DLB program, a dual language program. It's currently discontinued by the Vienna
12 Stadtschulrat, but, yeah, I started on that program, which is essentially teaching all of the subjects in
13 English, or as many as possible in English, so the science subjects, geography, so I worked for many
14 years as a native speaker. And in 2012 we changed the school I work at, I still work at the same school,
15 to a VBS, a bilingual school in the Vienna Bilingual System, and we have now more and more kids
16 interested in our school and coming to our school, so we now have 6 VBS classes which run from year
17 one to year six and we still have the DLB classes that are currently discontinued, there are 10 or 12
18 classes I think, that currently have native speakers in their classes. The VBS program is 50/50, German
19 and English and of course, the English classes are mostly or only taught in English. And in 2012 as well,
20 I started teaching my own classes, because one of the teachers left my school and because I studied a
21 Lehramt, the Direktor let me teach my own classes. And yeah, so since 2012 I have continued in the
22 DLB classes and I had at least one class per year. In 2012 I had 5 classes and then I reduced it down
23 and concentrated on my studies. So that's my experience so far.

24 S: Great, so, ahm, in my thesis I'm concentrating on literature and teaching literature in the classroom.
25 So, do you teach literature and why, or why not? How important do you think this type of teaching is,
26 and what kind of literature do you teach?

27 D: Yes, I teach literature and it is very important. And there is an incredible amount of progress I see in
28 students when I'm teaching literature. So, in the younger classes I tend to focus on young adult novels,
29 because, you know giving them Shakespeare to read will not work. And in the upper classes, in the
30 upper forms, I'm bringing in the classics, so I'm bringing in Shakespeare, I'm bringing in poetry
31 etcetera into the lessons. I've taught 'Death Poets Society' last year, it went wonderful, kids loved it. I

32 think the major thing about teaching literature is it really engages the kids, if they like a book. So let
33 them choose the book is really important, so I always let them choose from, whatever, three books we
34 have in the library, and then, if you can engage them in the book, and work with the text, and get
35 them to think inside the heads of characters, then I think... I mean there's many many different ways it
36 helps them, but one of the major ways that I see is, it gets them to using the language and wanting to
37 use the language. They kind of come up against the limits of their language, as they are trying to
38 explain what they mean, so if you get them to a characterization, they know a character, they get into
39 the character, they get into the head of the character and they kind of come against the limits of their
40 language, and it pushes them in this sense.

41 S: Yeah. So you said you teach both young adult literature and the classics. So is it then just the classics
42 in the upper secondary classes?

43 D: No, it is a mix then. In the upper secondary, I've done Shakespeare sonnets and I've done 'Romeo
44 and Juliet', but not all the way through, just dipping in and giving them a flavour of it. So I wouldn't
45 actually say I 'teach' the classics in this sense. I mean I have taught the classics, I have taught the
46 'Richard III' soliloquy, and to do that we watched the 'Richard III' movie, what is it, 'Looking for
47 Richard' with Al Pacino, it's a really good movie, just a light-hearted look at the play, it's introducing it
48 really really lightly. But as with the lower classes I continue to do young adult literature, so 'Holes' is a
49 good one to use with a forth class, 'The curious incident of the dog in the nighttime', things like that...

50 S: Yeah. And is there a genre that they especially like, or is that generally depending on the class?

51 D: It just depends on what we've got in the library.

52 S: Ah okay, yeah.

53 D: So, yeah, we have a limited amount of books in the library where we have enough books for a class,
54 and it just depends on what we have. Apart from this year, in the sixth class, where I taught a book by,
55 is it Ishiguro 'The buried Giant', where they had to buy that, but this was very special, so I've never
56 done that before.

57 S: And do you always read them as a whole class?

58 D: Yeah. I let them read most of it at home, and only a few pages here and there in the lesson. It tends
59 to take up a lot of time in the lesson, so we read it at home, come back and then work on it in the
60 lesson. I think it is easier like that than read it in the lesson, because you are, you read this and you
61 read that and that's all there is, and the other kids get frustrated and they can't concentrate on what
62 is done.

63 S: Great. So from when you started to now, can you see a change in students reading motivations or
64 attitudes towards reading?

65 D: No, not really. There's always a good mix, there's always the bookworms in the corner that read
66 200 books a year and they have 3 books on the go and then there's the other ones, you know,

67 normally the boys, I don't want to be sexist, but it is normally the boys, and they are like nah, they
68 don't bother reading, and then they come to the test and they've read some kind of summary and
69 that's it. So we had that again this year, we had a test and most of the boys they didn't read the book
70 and yeah, they've read a summary on the internet or something, cliff notes...

71 S: Yeah. And do they then have the normal centralized AHS Matura too? Does this have an effect on
72 the teaching of literature?

73 D: Yes, but there is no literature in that really, so in the 8th class we are really just concentrating on this
74 and... time that you are not concentrating on teaching to the test is; essentially, time that is then taken
75 away from that goal, so most of the last classes really tend to buckle down and only concentrate on
76 the centralized test. And I don't know any of the teachers of the 8th form, who are actually working on
77 literature. I don't think there is any time at all, when you are teaching to that test, because each of the
78 parts of the test needs to be taught, needs to be learned. And if you don't teach them they will come
79 up and they will not know what to do, because it's a skill, it's a skill to pass the centralized test, so it
80 has a massive effect. We still work on literature in the 7th class, but generally we're teaching to the
81 test in the 8th class, because it's also a shorter school year, so a shorter period of time... But literature
82 also takes away time from the other classes. So last year I was teaching a book in the 5th class and I
83 found that it really took away time from actually completing the entire program; You tend to really
84 bog down with the book and it depends on what book you are using, and I was using Primetime 5,
85 which is really designed to take up all of your time, and if you are teaching literature, it's taking away
86 something from the book. So you have to make a decision, how much you will concentrate on the
87 book, and what you want to do from the book, which parts of the exercise book are you not going to
88 do, because you won't have time for everything.

89 S: Okay, so turning now to yourself. Do you read and have you read as a kid? And why, or why not? So,
90 motivations, attitudes etcetera.

91 D: I love reading, I've always loved reading. My parents read to me and my sister up to when we were
92 like 9 or 10, bedtime reading. And then I stopped, when I was a teenager, I didn't read at all. And then
93 later, so early 20's I started to pick up books again. Most of my reading is kinda, reading for
94 knowledge, rather than reading for fun, although more recently I've picked up more sort of novels, so
95 reading for fun, realizing that I've missed out on so many classics, so I have not read half the classics
96 there are, so I mean of the classics I teach, so like Shelley, or I don't know...

97 S: And was there a reason why you stopped reading as a teenager?

98 D: Interested in other stuff... interested in other things, not having time. You need that time before
99 you read a book, you settle down and read it, and if you're out partying, or out with your friends... I
100 was always... always playing in bands, playing gigs and stuff like that, so I had no time. You have to
101 make time...

102 S: And now that you read again, is there a specific genre that you like, apart from your reading for
103 knowledge? So, for reading for fun?

104 D: No. It's everything. Me and my girlfriend, we've always collected books and we have now more or
105 less a library in our common room, I have to build another shelf, because the books are piled up on
106 the floor, so the shelves are overflowing. And we have a wide range of books, so science fiction, and
107 novels, and crime...

108 S: Nice... so, coming to my last question about the university courses about literature here. Were there
109 any expectations before you took them? Where they fulfilled, or not? And after taking them, do you
110 see any parts that help your teaching, or that changed your teaching in any way?

111 D: I think with regards to teaching, there are some really good ideas you can get from the literature
112 courses. So I've certainly got many creative ideas from the 'Literature and Culture in the EFL
113 classroom', so really creative ideas how to introduce novels to a class and how to get the kids engaged
114 with it, things like that... so that was very very helpful... but as to the literature modules from the first
115 Abschnitt, nothing like what I expected. I mean the 'Literature Survey 1' was just history, so mostly a
116 history review... we had to read books as well, but there was so much history in the reader... we had to
117 read 'Richard III', 'Romeo and Juliet' and 'The Fairy Queen'... so much reading. That's what I find at this
118 university, there's so much reading so that you can't really do it. So you can't really settle down,
119 immerse yourself in it, enjoy it and then get something out of it, you can just skim over it and stuff as
120 much as you can into your head for the exam, because you don't have any time to read and study at
121 the same time... you really are studying to the test, and that's not the way to study. You should really
122 sit down and 'read it', really try and sort of let it sink in, I just never have the time to do that, because
123 there are always other things that I'm meant to do. It really is a full-time study class, so if you are
124 working half-time, it's a little difficult, so I guess, if you are studying full-time, you really have enough
125 time to get into it the texts... I just don't have the time to do that.

126 S: So, this brings us to the end of this interview, thanks again.

127 D: No problem.

128 S: Is there anything you want to add to this topic? Maybe, what genres do you think students enjoy
129 the most, or feel most motivated to read?

130 D: Well, there are always students who read and the ones that I see reading, they're always reading
131 fantasy novels, they're just loving... so they are all reading these 'Warrior Cats' things... it's all fantasy. I
132 don't think that the students are generally reading for fun, so the majority, so it is the teachers
133 responsibility I think, to introduce them to as much literature as you can.

134 S: Okay, great. Thank you!

135 D: You're welcome.

9.5 Interview 5

Interview 5: 12.2.2018, 09:00

S...Interviewer

E...Interviewee

- 1 S: Danke, dass Sie sich bereiterklärt haben, mit mir dieses Interview zu führen.
- 2 E: Ja, bitte, gerne.
- 3 S: Wie bereits erwähnt ist das Interview anonym und wird nur im Zuge meiner Diplomarbeit
4 verwendet. Ich nehme das Interview mit einem Diktiergerät auf und werde diese Aufnahme dann
5 später transkribieren. Danach wird die Aufnahme sofort gelöscht und nicht für irgendetwas Anderes
6 verwendet. Und sollten Sie irgendetwas sagen, dass Ihre Anonymität in Gefahr bringen könnte, dann
7 wird das natürlich auch dann im Transkript verändert.
- 8 E: Okay.
- 9 S: Zu Beginn, können Sie mir etwas über Ihre Laufbahn erzählen?
- 10 E: Also ich habe Englisch und Italienisch studiert, in Wien. Habe dann das, Probejahr hat das geheißen,
11 gemacht, im 19. Bezirk, in der Billrothstraße. Hab dann schon Englisch unterrichtet im
12 Sommersemester von diesem ersten Jahr, hab schon Stunden bekommen als Karenzersatz. War dann
13 an diversen Schulen, einmal sogar an dreien, war sehr schwierig. Und bin jetzt eigentlich seit Ende der
14 80er Jahre, Anfang der 90er Jahre hier an dieser Schule. Und ich hab Englisch jedes Jahr unterrichtet,
15 bis halt auf die Zeit, in der ich in Karenz war und Italienisch auch so gut wie jedes Jahr.
- 16 S: Okay, sehr gut. Ja, in meiner Diplomarbeit geht es um Literaturunterricht. Und zuerst einmal die
17 Frage, machen Sie diese Art von Unterricht? Und mit Literatur meine ich alles, also auch Gedichte,
18 oder Drama. Also, machen Sie das, und welche Art von Unterricht machen Sie genau?
- 19 E: Eigentlich schon, eigentlich immer. Also jetzt in den letzten Jahren vielleicht nicht mehr ganz so
20 stark, im Hinblick auf standardisierte Matura und so weiter. Nachdem sie jetzt aber diese 24
21 Themenbereiche heruntergebrochen haben auf 18, denke ich mir, dass jetzt wieder mehr Zeit ist, um
22 Literaturunterricht zu machen. Also ich hab immer gelesen, ich lese eigentlich von der ersten bis zur
23 8ten. Und auch alle Arten, alle Genres, also von Kurzgeschichten, über Romane, bis hin zu Kleis Poems,
24 also eigentlich alles. Wobei ich sagen muss, man unterscheidet in der Schule immer zwischen Fiction
25 und Non Fiction, also wir lesen Fiction. Und nicht nur in der Schule, als Klassenlektüre, also teilweise
26 wird es auch ausgelagert, das sie zu Hause lesen, oder auch, das sie ein literarisches Portfolio
27 anfertigen, also das haben wir auch verstärkt gemacht in den letzten Jahren, in der Oberstufe.
- 28 S: Und weil Sie angesprochen haben, dass Sie alle Genres lesen, gibt es da irgendetwas, wo Sie das
29 Gefühl haben, das interessiert, oder motiviert die Schüler mehr?
- 30 E: Ahm, also wir lesen alles, aber dann vorwiegend schon Romane. Aber es kommt glaub ich auch auf
31 die Klasse an, also manche wollen unbedingt Shakespeare machen, in der Oberstufe. Und ich hab jetzt

32 eine 5te Klasse und wir sind jetzt auf Poems gekommen, weil die haben gemeint, sie sind sehr an
33 Poems interessiert, also hab ich mit ihnen contemporary poems gemacht. Aber im Endeffekt, also
34 lesen wir in erster Linie Romane.

35 S: Und wie wichtig finden Sie Literaturunterricht zu machen?

36 E: Also ich finde Literaturunterricht ganz wichtig, also das ist ein wesentlicher Bestandteil des
37 Sprachunterrichts, weil der Unterricht würde verarmen, wenn man keine Literatur mehr einbringt.
38 Aber wie gesagt, in den letzten Jahren hab ich mich sehr unter Druck gefühlt, diese 24
39 Themenbereiche in der Oberstufe durchzubringen, also es war dann wirklich sehr wenig Zeit, um zu
40 lesen. Es wurde dann zum Teil ausgelagert, zusammen haben wir gar nichts mehr gelesen, aber ab
41 heuer hab ich wieder das Gefühl, ich kann der Literatur wieder mehr Raum geben. Und ich hab auch
42 das Gefühl, also das kommt natürlich auf die Klasse an, aber das auch das Interesse und das Bedürfnis
43 der Schüler nach Literatur da ist.

44 S: Also Sie haben noch das Gefühl, das Schüler lesen, und das auch nicht abgenommen hat, in den
45 letzten Jahren?

46 E: Ja, also ich hab heuer eine 3., 4. eine 5. und eine 7. Klasse, und eben in der 2. Klasse hab ich mit
47 denen schon etwas gelesen und die haben schon zu Beginn des Schuljahres gefragt, was lesen wir
48 heuer? Und auch die 4. Klasse, mit denen hab ich jetzt The Wave gelesen und die wollten schon
49 wissen, was lesen wir im Sommersemester? Und die 5. Klasse, die sind sowieso Leser... und auch die
50 7., also meine Erfahrung ist eigentlich nicht, dass die Schüler weniger lesen, also ich hab das Gefühl,
51 die sind sehr an Literatur interessiert, und fordern das auch ein. Also ich meine, es kommt sicher auch
52 auf die Klassen darauf an, aber ich muss wirklich sagen, ich habe in meinen Klassen viele, die Literatur
53 lesen, und auch privat viel lesen, und mir Bücher auch zeigen, und mich fragen, ob ich das kenne, auch
54 englische Bücher schon in der Unterstufe, das hab ich geschenkt bekommen und das hab ich gekauft,
55 und was meinen Sie dazu, kann ich das schon lesen, ist mir das zu schwer? Also das ist durchaus ein
56 positiver Trend... also, aber wie gesagt, es kann natürlich auch bei uns Unterschiede geben, zwischen
57 den Klassen, aber die die ich heuer hab, die sind Leser.

58 S: Ja, sehr gut. Weil Sie ja auch schon die Zentralmatura angesprochen haben, also jetzt ist es schon
59 wieder besser geworden, aber denken Sie das wird auch in der Zukunft, für junge Lehrerinnen und
60 Lehrer ein Problem darstellen, das die Zentralmatura zu viel Zeit wegnimmt, vom Unterricht?

61 E: Also mit diesen 24 Bereichen, also ich unterrichte ja schon lange, und ich hatte immer Probleme, die
62 unterzubringen, also in der 8. Klasse. In der 7. hab ich vielleicht noch etwas mit ihnen gelesen, aber in
63 der 8. Klasse war dann die Zeit so knapp, dass wir dann eigentlich nicht mehr zum Lesen gekommen
64 sind. Und wir haben zu Beginn des Schuljahres erfahren, dass diese 24 auf 18 Bereiche gekürzt
65 wurden, und ich hab mich dann eigentlich sehr entspannt gefühlt, mit meiner 7., also ich kann jetzt
66 der Literatur wieder mehr Raum geben und dann in der 8. für die Matura arbeiten. Und ich meine, es

67 gibt ja auch Literatur, die durchaus zu den Themen passt, und ich hab halt schon das Gefühl, wenn sie
68 da sitzen und sie halten ihre Monologe, oder Dialoge, dann können sie auch auf ihre Literatur, die sie
69 gelesen haben, zugreifen. Ja, also das ist durchaus positiv, also was sie gelesen haben, was sie kennen,
70 das können sie einbringen, und die Erfahrung zeigt, tun sie dann auch. Also jedes Wissen, das man hat,
71 hat man.

72 S: Okay, sehr gut. Und weil Sie gemeint haben, es gibt Klassen, die selbst Literatur lesen wollen, und
73 sich da etwas aussuchen... ist das öfters so, dass die Klasse mitentscheiden kann, was gelesen wird,
74 oder gibt es da manchmal auch strengere Vorgaben?

75 E: Ja, also manchmal kommt der Wunsch von der Klasse, also wir wollen dieses Buch lesen. Ich mach
76 das zum Beispiel auch oft so, dass ich ihnen drei verschiedene vorschlage und über jedes ein Bisschen
77 was erzähle, und lass sie dann entscheiden. Und was wir jetzt gemacht haben, in den letzten Jahren,
78 wo eben auch die Literatur ein bisschen zurückgedrängt wurde, durch die Zentralmatura, dass ich die
79 Klasse ein literarisches Portfolio schreiben lasse. Und ich hab ihnen da wirklich eine Liste gegeben, von
80 Autoren, angefangen von A wie Jane Austen bis hin zu... Kurt Vonnegut. Und hab ein bisschen erzählt,
81 über jeden Autor, und auch ein bisschen das Umfeld, über die Werke, und es sollte dann jeder ein
82 anderes Buch wählen, was sie auch getan haben. Also, es heißt literarisches Portfolio, aber wir
83 mussten uns halt auch ein bisschen auf die neue Matura vorbereiten, also sie haben zum Beispiel
84 opinion essays da drinnen, oder... also Textsorten, die auf die neue Matura vorbereiten. Also nicht nur
85 einen Book Review, oder einen Characters Sketch, sondern eben... also wir hatten auch Letter to the
86 Editor, oder so etwas, und verschiedene Textsorten sind da vorgekommen. Und das war eben die eine
87 Klasse, die haben letztes Jahr maturiert, und das hab ich ihnen wirklich gut korrigiert, und da haben sie
88 gefunden, davon lernen sie mehr als wenn sie immer nur die Texte passend zu den Themen schreiben.
89 Die haben dann gesagt, in der 8. Klasse machen wir das noch einmal. Und da haben sie dann länger
90 Zeit dafür bekommen, und schreibe... sechs verschiedene Textsorten und haben sich so auch auf die
91 Matura vorbereitet. Also man kann es verbinden, die Matura mit Literatur. Und wir haben auch letztes
92 Jahr... also die Kollegin sagt immer, dieses Brave New World, wenn man das in der 8. Klasse liest... also
93 das man das noch einmal im Sommersemester sehr schön lesen kann, weil da viele interessant
94 Themen dabei sind und man da vieles Wiederholen kann, zum Beispiel. Oder 1984, da kommt so vieles
95 von den Themen, die man davor behandelt hat, wieder vor, also insofern passt das dann ganz gut. Also
96 wenn man das dann adaptiert. Also nicht so wie früher, da hat man halt so klassische Portfolios
97 schreiben lassen... also der Vorteil ist, sie müssen das wirklich alleine schreiben, weil was wir da
98 verlangen von Textsorten, das wird sich so in der Form nicht finden lassen im Internet. Also das ist
99 wirklich der Vorteil, dass sie da selber auf ihr Wissen zurückgreifen müssen.

100 S: Genau. Okay, lesen Sie selbst gerne, haben Sie auch in der Jugend, als Kind gelesen, wurde
101 vorgelesen?

102 E: Also ich hab immer sehr viel und gerne gelesen. Vorgelesen... das ist schon so lange her, da kann ich
103 mich nicht mehr so genau erinnern, aber ja... ich hab immer sehr gerne gelesen. Ich hab auch noch
104 immer meine Bücher, also von wahrscheinlich der Volksschulzeit zu Hause aufgehoben am Dachboden
105 in Kisten, hab die dann auch zum Teil meiner Tochter gegeben, also da waren so Klassiker dabei,
106 aber... ja, also lesen begleitet mich.

107 S: Und was waren das, oder sind das für Genres? Oder ist das durch die Bank alles?

108 E: Also in erster Linie würde ich auch sagen Romane.

109 S: Und gab's oder gibt's da irgendwelche speziellen Motivationen zu lesen? Also, man hat Spaß daran...
110 reading for pleasure...

111 E: Ja, also ich hab immer gelesen, um meinen Erfahrungshorizont zu erweitern, also natürlich so als
112 Zeitvertreib, aber auch um mehr Dinge kennenzulernen, vielleicht auch um in Sachen einzudringen,
113 bei denen man keine persönliche Erfahrung hat, also diese Second Hand Experience zu bekommen.
114 Und ich hab zum Beispiel, also in der Oberstufe wird das gewesen sein, immer gelesen, um Gedanken,
115 die ich selber hatte, besser formuliert zu finden und hab mir da auch dann zum Teil Zitate, oder Sätze,
116 die mir besonders gefallen haben und mir besonders schön formuliert vorgekommen sind,
117 herausgeschrieben. Also auch auf Englisch, glaub ich.

118 S: Und bei den Schülerinnen und Schülern, denken Sie da gib es ähnliche Motivationen?

119 E: Also ich denke bei denen ist es nicht nur das reading for pleasure, also ich denke dass die schon
120 mehr am lesen sind, um sich das Wissen anzueignen, aber so hab ich das noch gar nicht mit ihnen
121 besprochen...

122 S: Ja, also dann komme ich schon zu meiner letzten Frage, wenn Sie sich an die Zeit an der Uni
123 zurückerinnern, gab es da wirkliche Literaturkurse, was haben die beinhaltet, wie waren die
124 aufgebaut, und gab es da irgendwelche Erwartungen Ihrerseits, und wurden die erfüllt oder nicht?

125 E: Also Literaturvorlesungen gab es viele, und ich hab mich eigentlich dann schon sehr darauf gefreut,
126 weil ich muss sagen... also ich hab ein Jahr Übersetzer gemacht, und das war mir einfach zu... ein
127 Semester nur Architekturvokabular und ein Semester nur medizinisches Vokabular... dann bin ich
128 draufgekommen, nein, das möchte ich nicht, und irgendwie hat mir auch dann die Literatur gefehlt
129 und ich hab mich schon sehr auf die Kurse im Lehramtsstudium gefreut, weil die Literatur war immer
130 mehr das meine, als die Sprachwissenschaft, die man halt auch mitmacht, aber ... also die
131 Literaturvorlesungen muss ich sagen hab ich eigentlich in ganz guter Erinnerung, also es gab sehr viele
132 Angebote und man konnte dann aussuchen, und ich hab mir dann immer das ausgesucht, was mir gut
133 gefallen hat... also ich meine manchmal hat man halt etwas nehmen müssen, aber dann hat man
134 immer auch einen interessanten Zugang dazu gefunden und auch von etwas, von dem man davor
135 noch überhaupt keine Ahnung hatte, und ich hab mir diese Sachen auch alle aufgehoben, und verstaubt
136 in Ordnern... und ich hab auch immer wieder davon gezehrt, also für den Literaturunterricht an der

137 Schule, also zum Beispiel Shakespeare, oder Literatur des 19. Jahrhunderts, also ich hab das schon
138 verwendet, was ich mir damals angeeignet hab, also was ich mitgeschrieben hab, oder was auch
139 immer.

140 S: Ja, also haben diese Kurse wirklich einen Einfluss gehabt, auf Ihren jetzigen Unterricht?

141 E: Ja, auf jeden Fall und auch die Methoden, die man anwenden kann. Also ich fange sehr oft in der 5.
142 Klasse mit einer Kurzgeschichte an, und ja... das mach ich halt wirklich so, wie ich das damals auf der
143 Uni gelernt hab, wie die uns das beigebracht haben und das ist dann richtig verwurzelt. Also das hat
144 schon Einfluss glaub ich und gibt man weiter.

145 S: Ja, sehr gut. Also nochmals danke, und gibt es noch etwas, das Sie ergänzen wollen würden, also
146 eine Frage, die ich vielleicht hätte stellen sollen, und es nicht getan habe...?

147 E: Also ich glaube auch, das auch Gedichte angenommen werden. Das würde man vielleicht so nicht
148 glauben, oder auch in der Oberstufe, also Shakespeare kommt auch von den Kindern... also was
149 Shakespeare anbelangt, meistens lesen wir nur Abstracts, also vor ein paar Jahren kam diese Macbeth
150 Verfilmung mit Michael Fassbender ins Kino, und da haben wir davor das ganze Stück gelesen. Und
151 Lyrik, also in der 7. Klasse ist immer ein Thema Health Issues und Beauty. Und da haben wir ein Projekt
152 gemacht, mit Poems die sich mit Beauty beschäftigen, von Shakespeare bis herauf ins 20. Jahrhundert,
153 das war auch sehr schön. Und das war eigentlich sehr berühren, da mussten sie ein Gedicht vorlesen,
154 und einer hat etwas über den Autor erzählt, und der Dritte... der hat einfach die Interpretation, die
155 Analyse übernommen, und das war irgendwie sehr schön, wie sie das gemacht haben. Also Mädchen
156 haben da mehr Zugang, also tendenziell... aber das hat sehr gut funktioniert. Und die können sich sehr
157 gut in diese Poems einlassen... aber man meint immer heutzutage, das kann man eigentlich gar nicht
158 mehr machen... und jetzt in der 5., also die sind dann gekommen... und da kam eben Contemporary
159 Poems vor, und da ist eine gekommen mit einem Band Contemporary Poems und da hab ich ein paar
160 ausgesucht und... ja, also denen hat das durchaus gefallen. Und dann gibt es ja heutzutage vieles, also
161 auch dieses Poetry Slam... also wenn man ihnen so etwas anbietet, dann nehmen sie das schon an.
162 Also ich mein, man muss es halt probieren, und wenn es überhaupt nicht geht, dann muss man halt
163 was anderes machen, oder reduzieren. Also das ist das eine, also man muss es einfach versuchen und
164 zum Anderen, also die Klassiker, also ich denke es ist wichtig, das man das zumindest auszugsweise
165 liest. Und es würde der Sprachunterricht ja sehr verarmen, wenn man die Literatur weglassen würde.

166 S: Ja, finde ich auch. Also nochmals danke für das Interview, Sie helfen mir damit sehr.

167 E: Bitte, kein Problem.

9.6 Interview 6

Interview 6: 15.2.2018, 13:00

S...Interviewer

F...Interviewee

- 1 S: Danke, dass Sie sich bereiterklärt haben, mit mir dieses Interview zu führen.
- 2 F: Kein Problem.
- 3 S: Dieses Interview ist vollkommen anonym und wird nur im Zuge meiner Diplomarbeit verwendet. Ich
4 nehme das Interview mit diesem Diktiergerät auf und werde diese Aufnahme dann später
5 transkribieren. Danach wird die Aufnahme sofort gelöscht und nicht für irgendeinen anderen Zweck
6 verwendet. Und sollten Sie irgendetwas sagen, dass Ihre Anonymität in Gefahr bringen könnte, dann
7 wird das natürlich auch im Transkript verändert.
- 8 F: Okay. Sehr gut.
- 9 S: Gut, also wenn Sie mir zuerst einmal von Ihrer Laufbahn erzählen könnten, also wo Sie studiert
10 haben und unterrichten...
- 11 F: Also ich studiere Lehramt seit 2011, für Englisch und Sport und seit Kurzem auch für Musikerziehung
12 und ich unterrichte auch schon nebenbei seit drei Jahren, zwar hauptsächlich Sport, aber auch
13 Englisch natürlich. Und ich unterrichte an einem Gymnasium in Wien, wo ich hauptsächlich in den
14 Klassen vom Bereich A2 bis B1 unterrichte, also 3. bis 6. Klasse Gymnasium.
- 15 S: Okay, also in meiner Diplomarbeit geht es um Literaturunterricht und die erste Frage ist einmal,
16 machen Sie diese Art von Unterricht, und wie wichtig finden Sie, Literatur im Unterricht einzubringen?
- 17 F: Nur kurz, wenn Sie von Literatur sprechen, meinen Sie da dezidiert nur das Lesen von Büchern?
- 18 S: Nein, also auch zum Beispiel Lyrik, also Gedichte und Drama, also zum Beispiel ein Shakespeare
19 Stück zusammen lesen.
- 20 F: Okay. Also ich finde es wichtig, dass die Schülerinnen und Schüler lesen, aber ich finde nicht
21 unbedingt, dass es einen schulischen Kontext geben muss. Also ich mache solchen Unterricht schon,
22 aber mit Einschränkungen. Also ich finde schon, dass Jugendliche altersgerechte und vor Allem auch
23 moderne Literatur kennenlernen. Also ich finde, das viel zu oft Literaturunterricht mit
24 Geschichtsunterricht gleichgesetzt wird. Ich meine, das ist schon auch wichtig natürlich, in gewisser
25 Hinsicht, aber ich denke, das es ein bisschen zu viel Einfluss hat, heutzutage. Also wenn man sich nicht
26 mehr auf das literarische Werk selbst, die Charaktere und den Plot konzentriert, also wenn das nicht
27 mehr im Zentrum steht, dann ist es für mich kein richtiger Literaturunterricht mehr, sondern eher so
28 Geschichtsunterricht, oder mit Blick auf, was da sonst noch so war. Also ich kritisiere da sehr diese
29 Kurse auf der Uni, zum Beispiel Literature Survey, wo es nur darum geht, 1850 haben sie drei
30 Fahrräder erfunden und ahja, zufällig haben sie da auch noch dieses Buch geschrieben. Also das hat
31 dann mit Literaturunterricht nicht mehr viel zu tun, und wenn ich sage, ich unterrichte ungern

32 Literatur, dann hat das damit zu tun, dass ich all diese Dinge rund um die literarischen Werke, all
33 dieses Drumherum, außen vorlassen möchte, damit der Focus auf dem Werk selber steht. Und es
34 stimmt schon, ich habe selbst bis jetzt sehr wenig Literatur unterrichtet und habe mich eher auf die
35 Standardenglischthemen beschränkt, habe viel mit den Schulbüchern gearbeitet und da bleibt dann
36 natürlich in dieser Hinsicht Literatur außen vor. Ähm, ein bisschen. Ob ich das immer so halten werde,
37 dass kann ich nicht sagen, aber ich finde es halt schwierig, da eine akademische Basis zu schaffen, auf
38 der der Unterricht aufbaut, der aber nicht vom Thema ablenkt.

39 S: Und wenn in den Schulbüchern selbst Literatúrausschnitte vorkommen, machen Sie die dann schon,
40 also wenn sie dezidiert zum Thema passen?

41 F: Also Buchausschnitte im Schulbuch... ich habe mit Reden gearbeitet, also mit Reden von Politikern
42 und anderen Personen des öffentlichen Lebens, aber eher nicht mit Buchausschnitten, also mir würde
43 jetzt kein Buchausschnitt einfallen, der in einem Schulbuch gewesen wäre.

44 S: Okay, ich kann mich nur erinnern, dass zum Beispiel im More ein Buchausschnitt von Hunger Games
45 vorgekommen ist...

46 F: Ah okay. Also zum Beispiel Hunger Games ist ein Buch, mit dem ich arbeiten würde. Also ich finde,
47 das hat auch einen guten Bezug zur Gegenwart. Also ich meine, es gibt halt sehr viele Bücher, die
48 einen Bezug zur Vergangenheit haben, also in meiner Schulzeit haben wir zum Beispiel gelesen...
49 George Orwell, also die Klassiker, wo es um Faschismus und Kommunismus geht, und um alles
50 Mögliche... und das ist natürlich auch wichtig, aber das hat eben diesen Vergangenheitsbezug, und
51 Hunger Games hat da viel mehr einen Bezug zur Gegenwart, finde ich. Mit den Fake News, und den
52 Manipulationen der Gesellschaft durch die Medien. Also das würde ich viel eher im Unterricht
53 nehmen, auch wenn es vielleicht im Vergleich zu anderen Büchern eher abgeschrieben wird als
54 niedrige Literatur, oder als siechte Literatur.

55 S: Okay. Also ich weiß, Sie unterrichten erst seit 3 Jahren, aber finden Sie das Leseverhalten der
56 Schülerinnen und Schüler hat sich verändert, zum Beispiel seit Sie in der Schule waren? Also lesen die
57 Kinder mehr oder weniger... oder gleich viel?

58 F: Also ich denke, sie lesen auf jeden Fall anders. Also im Bereich literarisches Lesen hätte ich vielleicht
59 gesagt sie lesen ein bisschen weniger, aber ich denke sie lesen insgesamt andere Dinge. Und ich
60 denke, es kommt uns deswegen so viel weniger vor, das gelesen wird, weil es einfach anders ist als
61 zuvor und wie wir Kinder waren. Ich denke schon, dass noch gelesen wird, also ich sehe schon immer
62 wieder Kinder mit Büchern sitzen. Also mit Büchern die ich nicht kenne und von denen ich noch nie
63 gehört habe... und sie lesen zum Teil auch zum Beispiel Ebooks auch in Smartphones... oder sie
64 arbeiten halt auch sehr viel... also das ist schwer einzuschätzen... also ich denke es ist vielleicht so, dass
65 sie weniger lesen, aber falls das so ist, dann ist das zumindest nicht sehr auffallend, im Vergleich zu
66 meiner Schulzeit.

67 S: Okay, und die Zentralmatura bei der ja in der jetzigen Form keinerlei Literatur abgeprüft werden
68 kann, denken Sie die wird in den nächsten Jahren noch einen stärkeren Einfluss auf den
69 Literaturunterricht haben? Also nicht nur auf Ihren eigenen, sondern insgesamt?

70 F: Ja, also ich denke schon, dass das großen Einfluss haben wird, da wir ja dann mehr Themen aus dem
71 traditionellen Kontext heraus durchnehmen müssen. Aber ich sehe das eigentlich auch als etwas
72 Gutes, und als Chance den Literaturunterricht aus dem Testzwang herauszunehmen. Also wenn ich
73 sagen würde, jeder muss dieses Buch jetzt lesen, weil es kommt dann zur Zentralmatura, dann wäre
74 da viel mehr Druck und Zwang auf dem Lesen, und das fände ich schlecht. Weil lesen soll ja auch einen
75 gewissen Unterhaltungswert haben, und nicht immer nur, weil es zur nächsten Schularbeit oder zum
76 nächsten Test kommt. Und ich kann nur als Beispiel mich selbst nennen, also ich lehne jeglichen
77 Zwang, also ich kann das gar nicht kontrollieren, ich lehne jeglichen Zwang zu lesen vollkommen ab.
78 Also zum Beispiel in der Schule haben wir zum Beispiel eben Orwell gelesen und ich hab das einfach
79 nicht gemacht, weil ich es tun ‚musste‘. Und ich hab diese Bücher nicht gelesen, bis ich dann aus der
80 Schule draußen war. Also ich lese solche Bücher eigentlich ganz gerne, und ich interessiere mich sehr
81 für solche Themen, aber sobald ein Zwang dahintersteckt, dann kann ich einfach nicht. Und so ähnlich
82 ist es mir auch gegangen, mit Hemingway, der sogar mein Spezialgebiet war, wo ich genau ein Buch
83 gelesen hab von den 5 oder so, die da beim Spezialgebiet dabei waren, will eben dieses, jetzt muss ich
84 das lesen und dann darüber schreiben, und das ist so sinnlos... und wirklich gelesen hab ich diese
85 Bücher dann erst, als ich aus der Schule draußen war, weil ich mein, ich studiere Englisch und die
86 Klassiker gehören halt zum Allgemeinwissen dazu. Und ich denke, genauso werde ich es halten mit
87 meinen Schülern, also solange mich nicht jemand nach einer Leseliste fragt, werde ich niemanden
88 zwingen, ein Buch zu lesen, also zumindest nicht in diesem Prüfungskontext. Weil da hab ich selbst an
89 der Uni dann immer das Gefühl, das les ich jetzt nicht für mich, sondern für wen anderen.

90 S: Okay, aber wie würden Sie es dann machen? Ich meine, zum Einen finden Sie es ist wichtig, für
91 Schülerinnen und Schüler zu lesen, aber zum Anderen wollen Sie sie nicht zwingen. Was ist aber, wenn
92 sie nicht lesen, weil sie nicht gezwungen werden?

93 F: Ja... also es gibt ja normalerweise einen Grund wieso wir lesen. Also wir lesen ja nicht nur, weil uns
94 der Lehrer gesagt hat, ihr müsst jetzt alle dieses Buch lesen. Also es gibt ja einen gewissen Anreiz für
95 uns alle, trotzdem zu lesen. Und ich denke im Unterrichtskontext muss man das so aufbereiten, dass
96 es eben Interessant ist für sie und das sie dann selbst sehen, he, das könnte ja cool sein. Also das
97 müsste man halt ambivalent aufbereiten und verschiedene Aspekte aufarbeiten, um da auch ein
98 möglichst breites Spektrum an Interessen abzudecken. Das ist natürlich sicherlich schwierig und wird
99 sicher nicht bei allen gelingen, vielleicht nicht mal bei der Hälfte, aber wenn man damit nur ein Drittel
100 erreicht, dann ist es zumindest schon mal was, und es kann ja dann auch so eine Eigendynamik
101 annehmen, wenn’s einer gelesen hat, dann lesen es alle. Was ja auch durchaus vorkommt, dass

102 Sachen auf einmal cool sind und es dann alle lesen. Und ich denke, da muss man halt einen Kontext
103 schaffen, der zumindest einige anspricht, ohne dabei aber eben einen Zwang auszuüben, sonst wird
104 das sicher immer negativ.

105 S: Genau. Und Sie haben schon erwähnt, Sie haben eigentlich in der Schule nicht gelesen, weil Sie da
106 gezwungen wurden... Haben Sie dann aber als Kind, als Jugendlicher außerhalb der Schule schon
107 gelesen? Und wenn ja, was war das?

108 F: Ja. Also ich bin ein Kind meiner Zeit und deshalb ganz klar Harry Potter... wie Harry Potter 11 war,
109 war ich auch 11 und wie er 15 war, war ich 15... also das war ganz toll. Also ich bin in der Hinsicht ein
110 bisschen geprägt. Sonst... sehr viel Jugendliteratur, sehr viel Sci-Fi, von leichter Kost, wie Harry Potter
111 eben bis hin zu schwererer Kost wie Game of Thrones und Konsorten. Also die eher moderne Literatur,
112 die jetzt nicht 200 Jahre alt ist und von der alle sagen, sie ist so toll, sondern die Literatur eben, die in
113 der Zeit steht und deshalb für mich ansprechender ist... für mich und wahrscheinlich auch für die
114 jüngere Generation. Also ich hab zum Beispiel meiner jüngeren Cousine das erste Harry Potter Buch zu
115 Weihnachten auf Englisch geschenkt und sie fand es ur toll. Sie hat zwar drei Monate gebraucht, bis
116 sie es durchgelesen hatte, aber trotzdem... ur toll, mein erstes Harry Potter Buch, also das war ein
117 voller Erfolg. Und es gibt ja immer was neues, man muss am Zahn der Zeit bleiben und kann sich nicht
118 immer mit den alten Wälzern abfinden. In den modernen Büchern gibt es dann auch die heutigen
119 Themen, die auch wichtig sind. Und das ist vielleicht auch ein Grund, wieso ich mich im Unterricht mit
120 Literatur zurückhalte, das es eben so viel neues gibt, dass ich gar nicht wüsste, was jetzt gerade von
121 den Jugendlichen gelesen wird und was schon wieder out ist.

122 S: Es gibt wahrscheinlich so viel, dass es schwer ist, zu sagen was gerade ganz oben ist.

123 F: Ja, und darüber müsste man sich eben Gedanken machen, bevor man beginnt, Literaturunterricht
124 zu machen, weil sonst ist das Ganze schon wieder zum Scheitern verurteilt. Und man muss auch
125 immer schau'n, was gerade sinnvoll ist, und ich denke, es wäre vielleicht aus gesellschaftspolitischer
126 Sicht gerade interessant, über Dinge wie Fake News und die Macht der Medien zu lesen, und der
127 Auseinandersetzung mit Sozialmedien oder was auch immer, was für die Internetgeneration halt
128 wichtig ist. Also ich meine, da gibt es bestimmt auch Bücher, die diese Thematik schon aufgearbeitet
129 haben, vor 60, 70 Jahren, wie Orwell, der immer ein heißer Tipp ist zu jeglicher Gesellschaftskritik,
130 aber das ist eben nicht so aktuell, dass Jugendliche heutzutage darauf ansprechen, also glaub ich
131 zumindest.

132 S: Ja, und es gibt ja auch immer die Möglichkeit, die Schülerinnen und Schüler nach ihrer Meinung zu
133 fragen, und was sie gerne lesen würden.

134 F: Genau.

135 S: Also nochmals zurück zu Ihren Motivationen... wenn ein Zwang dabei war, dann haben Sie das
136 kategorisch abgelehnt, und das hat sich auch bis heute nicht verändert?

137 F: Nein, gar nicht, lustiger Weise. Also es gab öfters die Situation, in der ich einfach gesagt hab, Nein,
138 ich will das jetzt nicht machen. Und hab dann was anderes gelesen, was halt cooler war. Also zu der
139 Zeit, in der ich Orwell hätte lesen sollen, hab ich halt zum 100. Mal Harry Potter gelesen, weil's mich
140 einfach mehr interessiert hat. Und dann waren Schulferien und das Thema Orwell war abgeschlossen
141 und ich hab mir gedacht, so, ich les jetzt Orwell, weil die Bücher hab ich schon gekauft, und jetzt hätte
142 ich auch Lust drauf. Also es ist schon ein bisschen pervers, aber ich hoffe, das ich da kein Einzelfall bin
143 und meine Philosophie da ganz daneben ist...

144 S: Nein, also ich kann durchaus verstehen, dass Lesen auch Spaß machen soll und nicht immer nur ein
145 Zwang sein kann.

146 F: Und ich denke, dass die Bücher, die man sonst halt lesen muss sicher zu ihrer Zeit wie Harry Potter
147 bei uns waren, aber jetzt sind sie es eben nicht mehr. Und von dem her, ich denke man soll Literatur
148 ruhig unterrichten, aber man darf dabei nicht vergessen, in welcher Zeit wir uns bewegen. Wo wir
149 stehen, wohin die Entwicklung gerade geht oder hingehen könnte. Und da muss man einfach schauen,
150 was als nächstes kommt, weil dann kann man sicher sehr sinnvollen Literaturunterricht machen.

151 S: Ja, genau. Und damit komme ich schon zu meiner letzten Frage, nämlich die Literaturkurse an der
152 Uni. Hatten Sie da gewisse Erwartungen, bevor Sie die gemacht haben, bzw. wurden die erfüllt? Und
153 haben diese Kurse irgendwelche Einflüsse darauf, wie Sie Ihren Unterricht jetzt und vielleicht in
154 Zukunft gestalten werden?

155 F: Also ich habe mich sehr gefreut auf die Literaturkurse an der Uni, weil ich mir gedacht habe, es wird
156 endlich was sinnvolles kommen. Und dann war ich total ernüchtert, weil es mir total auf die Nerven
157 gegangen ist. Also der Einführungskurs war ja noch ein bisschen interessanter, wo es darum gegangen
158 ist, wie analysiere ich ein Gedicht und die Versformen und das alles. Und ich hab mir gedacht, gut, ich
159 hab jetzt hier ein Buch in dem steht wie ich alle anderen Bücher lesen soll. Und das war nicht
160 Diskussionsbezogen, also nicht, ich hab das so gesehen, wie siehst du das, also so wie man sich das
161 vielleicht in jungen Jahren vorstellt. Das war nur reine Theorie ohne Praxis. Und teilweise eben auch
162 mit Gedichten, wo wir nur gelernt haben... Tyger, Tyger, burning bright... und noch nicht einmal, wieso
163 das da so steht, nur in welcher Zeit und was es bedeutet... Und dann weiter mit den Literature
164 Surveys, wo ich mir nur gedacht habe, ja okay, ich hab es verstanden, es geht um Geschichte. Und
165 dann im Proseminar, da ist es dann das erste Mal darum gegangen, wie man mit Literatur umgehen
166 kann, aber eben wie man Literatur dann wirklich im Unterricht aufbereiten kann ist erst in einem
167 einzigen Seminar vorgekommen, nämlich in dem Literature and Culture in the EFL classroom und ein
168 Kurs ist eben zu wenig. Und dann auch bei anderen Kursen, wie dem Seminar, wo es nur darum geht,
169 eine Arbeit zu schreiben und das Leute dann darüber Vorträge halten und nicht wirklich das, was man
170 als Lehrer am Ende wirklich braucht. Das ist eben auch nicht wirklich das gewesen, worauf ich
171 eingestellt war. Also inzwischen weis ich das schon und ich hab keine allzu großen Erwartungen mehr,

- 172 weil ich weis, so in der Form interessiert es mich leider nicht sehr... Was ich mir mitnehmen kann?...
- 173 Also auf jeden Fall einmal das kritische hinterfragen, also es gibt nicht nur eine Meinung und man
- 174 sollte auch hinterfragen, was denn die Meinung war, die der Autor uns aufdrücken wollte. Also eben
- 175 ein bisschen einen akademischen Zugang schaffen für die Schüler... und eben wie schon gesagt, dass
- 176 ich es ohne Zwang mache, also genau anders als auf der Uni...
- 177 S: Ja, okay. Gibt es noch etwas, dass Sie ergänzen möchten?
- 178 F: Nein, ich denke ich habe mich oft genug wiederholt...
- 179 S: Okay. Dann danke nochmals für das Interview.
- 180 F: Bitteschön.

9.7 Abstract (English)

In the present time of technology, it seems that reading literature is no longer a motivating extracurricular activity for children and young adults. Additionally, teaching literature is neither a focal point in the language classroom for most school types in Austria, nor is it currently part of the school leaving examination, the centralized Matura. In other words, language teachers are faced with challenges both on the side of their pupils' in the way of reading motivations and attitudes, as well as on the side of the law, when they want to concentrate part of their teaching material on the reading of literature. Moreover, these new developments in the Austrian educational system influence the syllabus of teacher training programs at university, where Literature seems to be more and more marginalized with each new implementation.

There is currently an abundance of theory on the positive influences reading literature can have on pupils as well as on the various factors affecting reading motivation and reading attitudes. However, so far no studies have been conducted focusing on language teachers in Austria faced with the aforementioned challenges and their beliefs and opinions regarding these issues.

In order to address these problems, a small scale qualitative study was carried out by conducting a series of expert interviews with English teachers at various stages of their professional career in and around Vienna. This data was then analyzed to formulate suggestions for language teachers to counteract the seeming downward trend currently affecting the teaching of literature in Austria.

9.8 Zusammenfassung (German)

In der heutigen Zeit der neuen Technologien scheint es, als wäre das Lesen von Literatur nicht länger eine motivierende Freizeitaktivität für Kinder und Jugendliche. Außerdem ist Literaturunterricht weder ein wichtiger Bestandteil von vielen Schultypen in Österreich, noch ist Literatur derzeit Teil der zentralisierten Matura. Daher sehen sich Lehrerinnen und Lehrer Herausforderungen sowohl von Seiten der Schülerinnen und Schüler, als auch von Seiten des Gesetzes gegenübergestellt, wenn sie Literaturunterricht in ihren Klassen abhalten wollen. Diese Entwicklungen haben auch Einfluss auf die Lehrerinnen- und Lehrerbildung an der Universität, die mit jeder neuen Implementierung weniger Literaturkurse anbietet.

Derzeit existieren zahlreiche Studien und viel Theorie, die sich mit den positiven Einflüssen des Literaturunterrichts und deren Auswirkungen auf die Lesemotivation beschäftigt. Da es jedoch nahezu keine Informationen aus Österreich zu diesen Themen gibt, wurde eine qualitative Studie mit Experteninterviews von Lehrerinnen und Lehrern durchgeführt, um damit Antworten für zukünftige Lehrpersonen zu finden, wie diese ihren Unterricht motivierender für Schülerinnen und Schüler gestalten könnten.