

## University of Groningen

### Getting off the fence

Bloemert, Jasmijn

DOI:  
[10.33612/diss.101550168](https://doi.org/10.33612/diss.101550168)

**IMPORTANT NOTE: You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.**

*Document Version*  
Publisher's PDF, also known as Version of record

*Publication date:*  
2019

[Link to publication in University of Groningen/UMCG research database](#)

*Citation for published version (APA):*

Bloemert, J. (2019). *Getting off the fence: Exploring the role, position, and relevance of literature education in the teaching of English as a foreign language in Dutch secondary education*. [Thesis fully internal (DIV), University of Groningen]. Rijksuniversiteit Groningen. <https://doi.org/10.33612/diss.101550168>

#### Copyright

Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

The publication may also be distributed here under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license. More information can be found on the University of Groningen website: <https://www.rug.nl/library/open-access/self-archiving-pure/taverne-amendment>.

#### Take-down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

*Downloaded from the University of Groningen/UMCG research database (Pure): <http://www.rug.nl/research/portal>. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.*

# **Getting off the fence**

**Exploring the role, position, and relevance of  
literature education in the teaching of English as a  
foreign language in Dutch secondary education**

Jasmijn Bloemert

This thesis was supported by the Dudoc-Alfa Sustainable Humanities programme, a joint initiative of the Faculties of Humanities of Arts of eight Dutch research universities (University of Groningen, University of Amsterdam, VU University Amsterdam, Leiden University, Utrecht University, Tilburg University, Radboud University Nijmegen, and the Open University of the Netherlands) that enables teachers and teacher educators to pursue a PhD in the fields of Humanities and Arts with a focus on subject methodology.

ISBN (digital): 978-94-034-2016-5

ISBN (print): 978-94-034-2017-2

Cover Design: Nouschka van der Meij

Layout: Ferdinand van Nispen, Citroenvlinder DTP&Vormgeving,  
[www.my-thesis.nl](http://www.my-thesis.nl)

Printing: GVO Drukkers & Vormgevers, [www.proefschriften.nl](http://www.proefschriften.nl)

© 2019

Jasmijn Bloemert. All rights reserved. No parts of this publication may be reproduced, stored in any retrieval system, or transmitted in any other form or by any other means, mechanically, by photocopy, by recording, or otherwise, without prior permission in writing from the author.



university of  
 groningen

# Getting off the fence

**Exploring the role, position, and relevance of literature  
 education in the teaching of English as a foreign language  
 in Dutch secondary education**

**PhD thesis**

to obtain the degree of PhD at the  
 University of Groningen  
 on the authority of the  
 Rector Magnificus Prof. C. Wijmenga  
 and in accordance with  
 the decision by the College of Deans.

This thesis will be defended in public on

Monday 11 November 2019 at 11.00 hours

by

**Jasmijn Bloemert**

born on 10 May 1980  
 in Staphorst

**Supervisors**

Dr. E.P.W.A. Jansen

Prof.dr. A. Paran

**Assessment Committee**

Prof.dr. H.C.J. de Graaff

Prof.dr. W.M. Lowie

Prof.dr.ir. F.J.J.M. Janssen

*“It is a narrow mind which cannot look at  
a subject from various points of view.”*

George Eliot  
Middlemarch

# Contents

<b>Chapter 1</b>	General introduction	<b>9</b>
<b>Chapter 2</b>	Exploring EFL literature approaches in Dutch secondary education	<b>29</b>
<b>Chapter 3</b>	Connecting students and researchers: The secondary school students' perspective in foreign language education research	<b>55</b>
<b>Chapter 4</b>	Students' perspective on the benefits of the use of literature in foreign language lessons	<b>81</b>
<b>Chapter 5</b>	Student motivation in Dutch secondary school EFL Literature lessons	<b>103</b>
<b>Chapter 6</b>	Evaluating the relevance and usefulness of the Comprehensive Approach in EFL literature lessons in secondary school contexts	<b>123</b>
<b>Chapter 7</b>	Summary, discussion, and conclusion	<b>165</b>
<b>Chapter 8</b>	Dutch summary	<b>189</b>
<b>References</b>		<b>201</b>

<b>Appendices</b>	<b>213</b>
I           Teacher questionnaire (Chapter 2)	<b>214</b>
II           Student survey level of engagement (Chapter 5)	<b>215</b>
III          Student survey level of importance (Chapter 5)	<b>216</b>
IV          Example literature lesson: SLO website (Chapter 7)	<b>217</b>
V           Example literature lesson: ThiemeMeulenhoff (Chapter 7)	<b>221</b>
<b>Acknowledgements</b>	<b>223</b>
<b>About the author</b>	<b>225</b>
<b>Publications</b>	<b>226</b>



