

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.

CHAPTER 6

**Evaluating the relevance
and usefulness of the
Comprehensive Approach in
EFL literature lessons
in secondary school
contexts**

6.1 Introduction

Previous chapters in this thesis discussed how research on EFL literature education is slowly gaining ground in the world of Applied Linguistics research. Nevertheless, little scientific attention so far has been given to what is actually happening inside the EFL literature classroom and how teachers experience EFL literature lessons. Moreover, as has been stressed a number of times in this thesis, most research that takes place in this field focuses on higher education (Paran, 2008). In Chapters 2 and 3, we introduced the Comprehensive Approach to foreign language literature teaching and learning as a pragmatic interpretation of an integrated EFL literature teaching model where literary texts can be taught and studied through a Text-, Context-, Reader-, and a Language Approach. We then used the Comprehensive Approach as an analytical model in two studies focusing on the students (Chapters 4 and 5). We also argued that we need to obtain more detailed data at the secondary school level regarding the way literature is taught thereby taking the three elements - audience, purpose, and context - into serious consideration (section 2.5).

Therefore, in the final empirical chapter of this thesis, we report on a longitudinal multiple case study ($n = 8$), which involves an intervention that focused on enriching existing EFL literature curricula through the Comprehensive Approach. We first focus on the changes in the EFL literature lessons regarding the time spent on the four approaches of the Comprehensive Approach by means of video recorded EFL literature lessons. We then report on the changes the teachers perceived after working with the Comprehensive Approach for one year by means of interviews. The aim of this chapter is an evaluation of the relevance and usefulness of the Comprehensive Approach from a teacher's perspective. In this chapter, relevance refers to how teachers experienced working with the Comprehensive Approach. Usefulness in this study refers to the applicability of the Comprehensive Approach to teachers' regular curricula and classroom contexts.

6.2 Background

6.2.1 Theory of Change

According to Desimone (2009), a conceptual framework for studying the effects of professional development on teachers and students includes four interactive critical features: a teacher (1) takes part in a professional development programme

and (2) experiences changes in their knowledge, skills, and attitude; (3) these changes lead to changes in instruction, which ultimately (4) lead to increased student learning (Desimone, 2009). Furthermore, a professional development programme is sustainable when both the Theory of Change (does the new pedagogical content knowledge improve teacher knowledge and instruction?) and the Theory of Instruction (does the new pedagogical content knowledge improve student learning?) work (Desimone & Stuckey, 2014). This means that, when studying a curriculum reform, the first step is to find out whether the new pedagogical content knowledge (PCK) improves a teacher's knowledge and instruction (Theory of Change). In order to ensure a successful Theory of Change, it is essential to focus on the new PCK that teachers should learn as well as the way teachers are supported in enacting that main idea in their own teaching contexts (Kennedy, 2016). To summarise, the core of curriculum reform lies with the changes in teachers' PCK, the strategy to help teachers gain this knowledge and, eventually, how teachers translate this knowledge into their existing teaching context. This also means that the success of a curriculum reform depends largely on how teachers make meaning of the reform.

6.2.2 Sensemaking

How teachers construct meaning and adapt their teaching in the context of curriculum reform is strongly determined by their views on teaching and learning in general (Clarke & Peterson, 1986), and by their views on PCK in particular (Magnusson, Krajcik, & Borko, 1999). In other words, how EFL teachers make sense of a teaching model such as the Comprehensive Approach in terms of their PCK beliefs and whether they experience this as useful and relevant has an impact on how they implement this in their existing curriculum. One of the reasons why curriculum reform is generally considered full of complexities and immensely multidimensional (Fullan, 2006) is because of the meaning of such reform as contextually determined (Coburn, 2001; Luttenberg, van Veen, & Imants, 2013; Spillane, Reiser, & Reimer, 2002).

Sensemaking theory describes the process of how teachers create meaning (Weick, Sutcliffe & Obstfeld, 2005). According to this theory, meaning making is not about right or wrong, but focuses instead on action verbs such as: construct, create, react, imagine, and devise (Weick, Sutcliffe, & Obstfeld, 2005). This makes sensemaking a central issue in educational reform, because "it is the primary site where meanings materialize that inform and constrain identity and action"

(Weick et al., 2005, p. 409). This materialization of meaning is the end-result of an iterative and circular sensemaking process. Weick (1995) explains: “To talk about sensemaking is to talk about reality as an ongoing accomplishment that takes form when people make retrospective sense of the situations in which they find themselves and their creations” (p. 15). Making sense of new information through retrospection means that acting upon the sensemaking could precede the actual sensemaking itself. Through the continuous interaction between sensemaking and acting, teachers actively construct understandings through the lens of their pre-existing cognitive framework and practices (Coburn, 2001). Sensemaking is therefore not only highly personal, but also very selective (Spillane et al., 2002; Weick et al., 2005).

6.2.3 Practicality Theory

The selective nature of sensemaking often results in a heterogeneous interpretation, adaptation, or even a transformation of the initial intent of a reform (Coburn, 2001) which can be connected to the fact that the reality of daily teaching practice can have an influence on the sensemaking process. Practicality Theory (Doyle & Ponder, 1977; Janssen, Westbroek, & Doyle, 2015) describes three criteria that determine whether a reform is indeed deemed practical. The first criterion focuses on the *instrumentality* of the reform, which means that a reform should have classroom validity, i.e. a reform “must describe a procedure in terms which depict classroom contingencies” (Doyle & Ponder, 1977, p. 7). The second criterion of practicality is the *congruence* between the reform and the teacher’s own frame of reference. The level of congruence depends in part on the extent to which the teacher’s own frame of reference matches the perceived demands of the reform itself (Spillane et al., 2002; Coburn, 2001). Luttenberg, van Veen, & Imants (2013) distinguish two dimensions of attunement to examine the process of teacher sensemaking of reform (as depicted in Figure 6.1). The first dimension, the match/mismatch axis, describes the extent to which a teacher aims at a match between their own frame of reference and the initial intention of the reform. The second axis, the own / other frame of reference axis, refers to the extent to which frame of reference predominates during the sensemaking process. Superimposing the two axes at a right angle to each other creates four types of search for meaning: assimilation, accommodation, toleration, and distantiation.

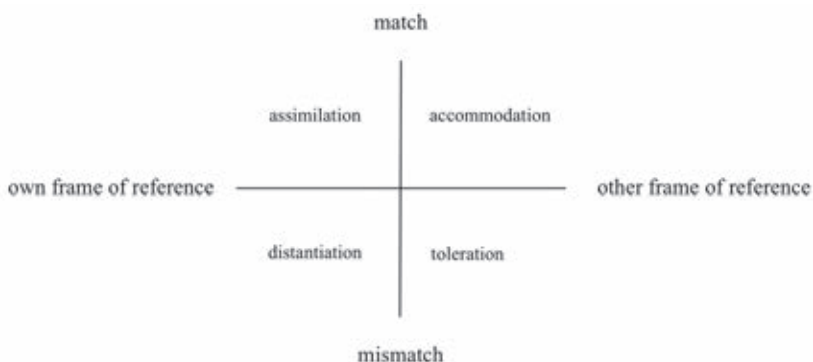


Figure 6.1. The two dimensions and four types of teachers' search for meaning of reforms (Luttenberg et al., 2013, p. 293).

Assimilation involves the process of adapting the initial intent of the reform to fit one's own frame of reference. Accommodation describes the process of adapting one's own frame of reference to fit into the perceived intent of the reform. In other words, the result of an assimilation process is "an alternative of your own frame of reference ('I knew this already') whereas the result of an accommodation process "leads to a transformed own frame of reference ('I learned something new') (Luttenberg et al., 2013, p. 194). Toleration involves accepting the initial intent of the reform despite the mismatch with one's own frame of reference. The result of a toleration process is "the coexistence of clearly different frames of reference with no justice done to one's own frame of reference" (Luttenberg et al., 2013, p. 194). Distantiation is the disapproval of the initial intent of the reform allowing one's own frame of reference to predominate. This process results in a rejection of the reform and a maintenance of one's own frame of reference.

The third and final criterion in Practicality Theory is *cost*, conceptualized by Doyle and Ponder (1977) as "a ratio between amount of return and amount of investment" (p. 8). In other words, the final criterion refers to the relationship between available time, resources, and effort and the potential benefits of the reform.

6.2.4 Research questions

As described in section 1.5, the primary function of PCK research is building a bridge between theory and the daily teaching practice. The reciprocal relationship between both components can be mutually beneficial due to the focus on

empirical validation. The present study is an example of PCK research because it aims to evaluate a theoretical teaching model, i.e. the Comprehensive Approach to foreign language literature teaching and learning, in realistic existing teaching contexts in terms of relevance and usefulness. In this chapter, we will examine how teachers experienced the applicability of the Comprehensive Approach in their existing EFL literature lessons and we will analyse how they experienced changes regarding EFL literature teaching. As such, we address the following three central components of PCK research: conceptions of purpose for teaching subject matter, curricular knowledge, and knowledge of instructional strategies (Grossman, 1990). In terms of sensemaking, we will explore how the teachers reacted in terms of assimilation, accommodation, toleration or distantiation, in relation to their PCK beliefs and their practical ethics in terms of instrumentality, congruence, and costs. More concretely, we will investigate the changes the teachers realized in their EFL literature lessons regarding the time spent on the four approaches of the Comprehensive Approach and we will investigate how teachers experienced working with the Comprehensive Approach in terms of relevance and usefulness. In order to find out how teachers experience the relevance and usefulness of a foreign language literature teaching model that includes various aspects of the learner, the context, and the literary text, when applied in a naturalistic setting, we formulated the following two research questions:

- 1) Which changes in the EFL literature lessons regarding the time spent on the four approaches of the Comprehensive Approach did teachers realize?
- 2) Which changes regarding EFL literature teaching did teachers perceive after working with the Comprehensive Approach for one year?

6.3 Method

6.3.1 Participants

For the study, a purposive sample of EFL teachers from our professional network was elected. Although purposive sampling raises issues due to researcher bias, we would like to emphasize that this study does not focus on generalizing our results but on evaluating the relevance and usefulness of the Comprehensive Approach according to teachers who have worked with this approach in their own teaching context. Voluntary participation was an important factor because of the

longitudinal nature (two years), the intensity of data collection of this study, and the assumption that voluntary interventions have a higher initial buy-in, which “goes a long way to improving implementation and facilitating sustainability” (Desimone & Stuckey, 2014).

The selection criteria were that the teachers hold a Master’s degree in teaching EFL and that they would teach senior pre-university level year 5 between September 2015 and July 2017. We initially approached eight teachers from eight different schools and all eight teachers volunteered to participate. When two colleagues from schools D and E heard about the participation in this research project they asked if they could also participate, to which we consented. To summarise, in September 2015 we started with ten teachers from eight different schools. One teacher withdrew from the research after a few weeks due to organizational issues at her school. Another teacher withdrew because she accepted a teaching position at a different school after one year. In the end, eight teachers from six different schools participated in this research project. Schools A, B, D, E, and F are regular Dutch secondary schools. School C, however, only offers secondary education for adults (in Dutch: *voortgezet algemeen volwassenen onderwijs*, in short, VAVO). A VAVO school offers students of 16 years or older a fast-track lane, i.e. two years in one, or the option to follow specific subjects at a certain level.

All teachers (five female and three male) held Dutch nationality and had a Master’s level educational degree in EFL teaching. The teachers had an average of 21.25 years (range 8 - 37 years) of experience as EFL teachers. Table 6.1 presents the teachers’ characteristics (all teachers’ names are pseudonyms), the average number of students per class per year (including their Mean age), and the average percentage of EFL literature lessons per year as part of the EFL curriculum. Furthermore, year 1 refers to the academic year 2015 - 2016 before the intervention and year 2 refers to the academic year 2016 - 2017 after the intervention.

Table 6.1 *Teacher characteristics*

Teacher	School	Teacher age	Teaching experience (years)	Number of students (and Mean age) per class per year		Average % of EFL literature lessons per year
				Year 1	Year 2	
Caitlin	A	62	37	29 (16.1)	28 (15.9)	37%
Doris	B	32	10	31 (16.1)	25 (16.0)	24%
Fred	C	39	8	21 (17.9)	19 (17.9) ²	42%
Harry	D	56	32	26 (16.2)	25 (16.2)	8%
Liz	D	58	31	28 (16.1)	27 (16.1)	6%
Ralph	E	57	24	24 (16.2)	23 (16.3)	14%
Sarah	E	35	8	23 (16.3)	23 (16.3)	21%
Ysabel	F	46	20	21 (16.2)	14 (16.5)	18%

Table 6.2 *Texts taught as part of the EFL literature curriculum per school between 2015 - 2017*

Teacher	School	Texts included in the EFL literature curriculum between 2015 - 2017
Caitlin	A	<i>Macbeth</i> (Shakespeare) extracts from <i>Utopia</i> (More) <i>To Kill a Mockingbird</i> (Harper Lee), <i>Nineteen Eighty-Four</i> (George Orwell), <i>Brave New World</i> (Aldous Huxley), <i>The Circle</i> (Dave Eggers)
Doris	B	<i>Macbeth</i> (Shakespeare) a selection from: <i>The Help</i> (Stockett), <i>To Kill a Mockingbird</i> (Harper Lee), <i>A Time to Kill</i> (John Grisham), <i>Naughts and Crosses</i> (Malorie Blackman), <i>The Bluest Eye</i> (Toni Morrison), <i>Black Boy</i> (Richard Wright)
Fred	C	<i>Beowulf</i> (Anon.) <i>The Husband's Message</i> (Anon.) <i>Against a Dwarf</i> (Anon.) <i>Bryd one Brete</i> (Anon.) extract from <i>The Pardoner's Tale</i> (Chaucer) <i>Alisoun</i> (Anon.) <i>Go, Lovely Rose</i> (Waller) <i>Amoretti LXXV</i> (Spenser) <i>On the Death of my First and Dearest Child, Hector Philips, born the 23rd of April, and died the 2nd of May 1655</i> (Philips) <i>One and Twenty</i> (Johnson) <i>On Opening a Place for Social Prayer</i> (Cowper) <i>Ode on Solitude</i> (Pope) <i>Ozymandias</i> (Shelley) <i>A Poison Tree</i> (Blake) <i>Where's the Poet?</i> (Keats) <i>It was a Hard Thing to Undo This Knot</i> (Hopkins) <i>Duet</i> (Tennyson) <i>The House of Life: 41. Through Death to Love</i> (Rossetti) <i>Dulce et Decorum Est</i> (Owen) <i>Silhouette</i> (Hughes) <i>Whispers of Immortality</i> (Eliot) <i>Psalm IV</i> (Ginsburg) <i>How to Meditate</i> (Kerouac) <i>For all</i> (Snyder) <i>I Google Myself</i> (Nichols) <i>Bridled Vows</i> (Duhig) <i>The British – serves 60 million</i> (Zephaniah)
Harry	D	<i>Hamlet</i> (Shakespeare)
Liz		
Ralph	E	<i>The Great Gatsby</i> (Fitzgerald) <i>The Reluctant Fundamentalist</i> (Mohsin Hamid) <i>Girl in Translation</i> (Jean Kwok) extracts from <i>The Canterbury Tales</i> (Chaucer) Sonnet 18 and 130 (Shakespeare) <i>To His Coy Mistress</i> (Marvell) extracts from <i>A Modest Proposal</i> (Swift) extracts from <i>The Rime of the Ancient Mariner</i> (Coleridge) <i>Annabel Lee</i> & <i>The Tell Tale Heart</i> (Poe) extracts from <i>Jane Eyre</i> & <i>Wuthering Heights</i> (Brontë) extracts from <i>Oliver Twist</i> (Dickens) extracts from <i>Tess of D'Urbervilles</i> (Hardy)
Sarah		
Ysabel	F	<i>King Lear</i> & <i>Macbeth</i> (Shakespeare) <i>The Notebook</i> (Nicholas Sparks) <i>The Talented Mr Ripley</i> (Patricia Highsmith) extracts from <i>The Canterbury Tales</i> (Chaucer) extracts from <i>The Tragical History of Dr Faustus</i> (Marlowe) Sonnet 65 & 43 (Shakespeare) <i>Death be not Proud</i> & <i>Song</i> (Donne)

Participation in this longitudinal study was voluntary and teachers and students were assured that information they shared would be treated with strict confidentiality and

used only for research purposes. All teachers signed a consent form in which they were informed about the nature and duration of the study. None of the teachers were granted extra time from their respective schools to participate in this research project.

Due to the high level of curricular freedom regarding the design of the EFL literature component (see Chapter 2), the way this component was organized at the six schools varied to a high extent. Table 6.1 shows that the average percentage of EFL literature lessons per year as part of the EFL curriculum varied between 6% for Liz and 42% for Fred. This high level of variety was also visible in the literary texts that were part of the literature curriculum of each school (see Table 6.2).

6.3.2 Intervention

The focus of the intervention was enriching existing EFL literature curricula through the Comprehensive Approach. Part of the intervention consisted of a professional development programme that took place between May 2016 and September 2017 (between year 1 and year 2) and consisted of approximately 12 hours divided over four sessions per school (see Table 6.3). In addition, individual planned and spontaneous coaching sessions took place throughout year 2 whenever there was time or demand. The design of the professional development programme was based on several key studies based on which we selected the following set of core features:

- (1) PCK focus within teachers' own context (Borko, 2004; Little, 2012; van Veen, Zwart, Meirink, & Verloop, 2010)
- (2) Active participation (Borko, 2004; Desimone, 2009; van Veen et al., 2010),
- (3) Ownership and co-construction (Hawley & Valli, 1999)
- (4) Sustained duration (Desimone & Stuckey, 2014; Knapp, 2003; Verloop, 2003), and
- (5) Collective participation (Desimone, 2009; Little, 2012; van Veen et al., 2010; Verloop, 2003)

In terms of the first aspect of Kennedy's (2016) Theory of Action, the Comprehensive Approach constituted the main idea that teachers should learn in terms of content as well as how to implement it in existing curricula. In terms of the second aspect, i.e. the strategy that helps teachers translate this main idea into their own teaching context, we took several additional decisions in designing the professional development programme.

The first decision was to focus on enriching existing curricula. Desimone and Stuke (2014) argue that the key to sustainable development involves “helping teachers become adaptive planners capable of making good decisions over time” (p. 13). Furthermore, because of the nature of the EFL literature curriculum in Dutch secondary education, the existing modules of work are often designed by the teachers themselves and have been part of the curriculum for years (see section 2.4 on curricular heritage). In addition, respecting teachers’ design work, it is also more realistic to assume that teachers will be able to adapt existing modules of work, based on new PCK, more easily than replace them completely.

The second decision concerned the fact that each of the six schools followed the CPD programme onsite. Although van Veen et al. (2010) conclude that the location (i.e. onsite or offsite) of a professional development programme has no relation to the quality of the programme, we decided to offer the programme onsite in order to minimize the burden on the participants. In other words, each of the sessions was held at the participant’s school at days and times convenient for them. An additional advantage for the teachers was that, in most schools, other foreign language teachers joined the participants during the sessions, creating a context of collective participation.

The third decision involved a systematic way of working based on the Backward Design Principle (Wiggins & McTighe, 2005). In other words, the teachers first designed learning objectives based on their own ideas about EFL literature education, we then discussed how these learning objectives can best be assessed, and finally we looked at materials and lesson design. This interpretation of curriculum (re)design is in line with Cohen’s (1987) understanding of instructional alignment and the Model of Constructive Alignment by Biggs & Tang (2007) and dates back to Tyler’s (1949) rationale for investigating educational curricula. Throughout the sessions, the teachers compared their new insights with their existing curricula, thereby focusing on enrichment.

The fourth and final strategy decision involved a balance between theoretical input and practical translation. In each session the participants were asked to read theoretical background information on for example the Comprehensive Approach, designing learning objectives (e.g. Wiggins & McTighe, 2005), and assessing EFL literature (e.g. Carter & Long, 1990; Paran, 2010; Spiro, 1991). This background information was then discussed and translated into instructional behaviour. According to Neuman and Cunningham (2009) “professional development that contains both content and pedagogical knowledge may best support the ability

of teachers to apply literacy knowledge in practice” (p. 534). This active and experiential way of working (Borko, 2004) prevented a theoretical overload and ensured that each session was pragmatic and resulted in tangible output.

Table 6.3 summarizes the activities and the focus of each session.

Table 6.3 *Overview of the focus of the professional development programme per session*

Focus per session	
Session 1	<ol style="list-style-type: none"> 1. Describe personal view regarding the EFL literature curriculum 2. Summarize personal views into a shared vision 3. Background information on the Comprehensive Approach 4. Revise shared vision
Session 2	<ol style="list-style-type: none"> 1. Background information on how to formulate learning objectives 2. Translate shared vision into learning objectives
Session 3	<ol style="list-style-type: none"> 1. Background information on EFL literature assessment 2. Analyse current EFL literature assessment 3. Enrich current EFL literature assessment based on ‘new’ learning objectives
Session 4	<ol style="list-style-type: none"> 1. Background information on EFL literature lesson activities and materials 2. Analyse current EFL literature activities and materials 3. Enrich current EFL literature activities and materials based on ‘new’ learning objectives and enrich assessment

6.3.3 Data collection and analysis

To do justice to the inherent complexity of the goal of this study, an instrumental multisite multiple case study was conducted. In a multiple case study, the researcher “explores real-life, contemporary multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information” (Creswel & Poth, 2018, p. 96) (see also Yin, 2014). We selected multiple cases because we were interested in the relevance and usefulness of the Comprehensive Approach in naturalistic settings through the eyes of different teachers. Because EFL literature curricula are generally unique and therefore differ per school, we opted for multiple sites.

Within this multiple case study, we applied a mixed-method design, advocated in the literature for purposes of triangulation, development, complementarity, and confrontation (Greene, Caracelli, & Graham, 1989; Moss & Haertel, 2016). Furthermore, we chose an empirical quasi-experimental design to evaluate the relevance and usefulness of the Comprehensive Approach in EFL literature lessons. An experimental condition was established within the quasi-experimental design by comparing the teachers to themselves before (year 1) and after (year 2)

the intervention. For this reason, when the teachers volunteered to participate, they were only informed that the study included two years, that it included an intervention, that the focus of the study was the EFL literature curriculum, and that the data collection involved interviews, student surveys, and video-recording all literature lessons for two years. We did not inform them that our research focused on the way they approach literature. We also asked the teachers to minimize the changes in the literary works that were part of their EFL literature curriculum as well as the number of literature lessons taught per year.

6.3.3.1 Research question 1: Which changes in the EFL literature lessons regarding the time spent on the four approaches of the Comprehensive Approach did teachers realize?

In order to find out which changes in the lessons regarding the time spent on the four approaches of the Comprehensive Approach the teachers realized (i.e. the Theory of Change), we recorded and analysed EFL literature lessons before and after the intervention. Lesson observations can provide inclusive insights into what actually occurs in the EFL literature classroom. Because this unbiased form of data collection can become distorted when only a selection of lessons is observed, we decided to record and analyse all literature lessons taught by the participating teachers between September 2015 and July 2017 at pre-university level year 5. The literature lessons were videotaped, for which we used a mounted camera positioned at the front of the classroom. This resulted in 276 video-recorded EFL literature lessons, 122 lessons in year 1 and 154 lessons in year 2. The researcher was present during approximately 25% of the lessons and managed the recordings. For the remaining 75%, the teachers recorded the lessons themselves with a camera provided by the researcher. Due to factors such as camera deficiency, sudden change of classrooms or timetables, 3.5 % of the EFL literature lessons taught were not recorded.

We used Mediacoder, a programme designed for time-stamping analyses by the University of Groningen. The 15 underlying elements of the Comprehensive Approach (see Table 4.5) were imported into Mediacoder to serve as the coding scheme. Although designed as conceptually separate, the four approaches and the 15 underlying elements were regularly combined by teachers in their lessons. Whenever this was the case, these instances were double-coded. Because of the variation in lesson duration and number of literature lessons per year per teacher as part of the EFL curriculum (see Table 6.1), we calculated percentages of the

coded lesson time, which allowed for a comparison per teacher as well as between teachers.

Due to the nature of the data, we were only able to code explicit instruction. This means that whenever a teacher did not verbally explicate the intention of the lesson through providing a lecture, an explanation, or assignments, we used the code 'unknown'. The overall average lesson time that was coded this way was 31.6% (range 9% - 47%) in year 1 and 16.8% (range 3% - 33%) in year 2. In other words, we were able to code 68.4% of the total lesson time spent on literature in year 1 and 83.2% in year 2.

Because we only coded explicit instruction that was visible and audible on video, we were unfortunately unable to code the Language approach element 'Language skills (speaking, listening, reading, and writing)'. For example, the video-recorded data did not provide any insights into whether students were writing in English or in Dutch. Furthermore, only coding direct instruction leaves out any implicit foreign language learning. One of the attempts to empirically investigate Language approach element 'Language skills' in the foreign language literature lessons can be found in a paper by Wolthuis, Bloemert, Tammenga-Helmantel and Paran (under review), entitled "A curriculum in transition: TL/L1 use in Dutch EFL literature lessons." This paper exemplifies how Language approach element 'Language skills' can be investigated as well as the issues and limitations it poses. The study, for example, only included spoken language by teachers and students. We are fully aware of how the decision to leave out this underlying element of the Language approach has an impact on the interpretation of our results, and this issue is further addressed in sections 6.5.

We first calculated the average lesson time spent per teacher per year. We then calculated the difference in time spent on the four approaches from an assumed even distribution. This second step was included because in previous chapters we argued that the four approaches of the Comprehensive Approach function as a unified whole and that an EFL literature curriculum in which all four approaches are addressed in an interrelated way is likely to support high quality teaching and learning. In following this assumption, for the purpose of analysis we assumed an even distribution between the four approaches, which resulted in a division of 25% per approach of the coded lesson time. Although the division of 4 x 25% is a simplification of the underlying notion of the Comprehensive Approach, it allowed us to compare teachers regarding how they spend time on the four approaches (see section 6.5 for a discussion regarding this methodological decision).

The videos were coded by three researchers. The coding instructions were first carefully discussed in order to resolve any discrepancies. The three researchers together coded several parts of lessons by different teachers by going through the coding manual step by step. Then a random lesson was selected and coded individually by one researcher. The coding generated a total of 212 time-stamps (units). The Mediacoder output was transferred to an xls file and the codes were deleted leaving only the time stamps. These time stamps were given to the other two researchers who independently coded each of the 212 time-stamps. An appropriate measure of intercoder agreement for more than two raters is Krippendorff's alpha, which takes into account the possibility of chance agreement and the magnitude of disagreement (Neuendorf, 2002). This was computed using a macro created for SPSS (Hayes & Krippendorff, 2007), with the analysis revealing a modest degree of reliability ($\alpha = .78$, $n = 212$). After this procedure, the three researchers discussed any discrepancies and the coding instructions were amended where necessary.

6.3.3.2 Research question 2: Which changes regarding EFL literature teaching did teachers perceive after working with the Comprehensive Approach for one year?

In-depth, semi-structured interviews were conducted with each of the eight teachers at the end of year 2 (between May and September 2017) in order to investigate which changes the teachers experienced regarding EFL literature teaching after working with the Comprehensive Approach for one year. All interviews were conducted face-to-face in Dutch by the same researcher and lasted on average 45 minutes (range between 34 and 53 minutes). The interviews were recorded and then transcribed verbatim by an independent research assistant.

All transcripts were subjected to a qualitative, inductive analysis in which we followed the coding procedure as defined by Saldaña (2013) as first and second cycle coding methods. During a first reading of the transcripts, emerging impressions were recorded in memos and were used to distinguish specific themes. This was followed by a process of in-vivo coding (first coding cycle) where the data were further analysed to specify these themes, which resulted in initial codes. We selected in-vivo coding because, according to Saldaña (2013), in-vivo coding is appropriate for studies “that prioritize and honour the participants' voice” (p. 91).

In the second cycle, the data were analysed further by re-examining the initial codes through pattern- and focused coding. Whereas pattern coding “develops the category label that identifies similarly coded data”, focused coding “categorizes

coded data based on thematic or conceptual similarity” (Saldaña, 2013, p. 209). The analyses of this second cycle resulted in a final list of six themes. As a final step, the themes were mapped in order to be able to answer the research question. During both cycles, memo writing was used as an analytical technique to support the coding procedure. Because the collected data was in Dutch, the analysis was also conducted in Dutch.

Considering the subjectivity and contextual ramifications in qualitative research, we took various measures to maximise validity and reliability from a qualitative perspective (Miles, Huberman, & Saldaña, 2014; Yin, 2016). First of all, each of the participants received the interview manuscript for a member check (Lincoln & Guba, 1985). Second, the examples we provide in the results section were only translated when we came to a first full draft of this study in order to ensure staying as close to the initial utterances as possible. To increase the validity of the analyses, the initial coding was verified by an external researcher after the first coding cycle. Discrepancies between the analyses were discussed until full agreement was reached. This process of triangulation was repeated after the second coding cycle.

6.4 Results

6.4.1 Results research question 1: Time spent on the four approaches

Table 6.4 shows the average percentage of coded lesson time spent on each of the four approaches before and after the intervention. In both year 1 and year 2, most of the lesson time was spent on the Text approach (respectively 63% and 52%) and least of the lesson time was spent on the Language approach (respectively 6% and 10%). When analysing the change the lessons underwent, average time spent on the Text approach was reduced by 11% and time spent on the Context, Reader and Language approach was slightly increased (respectively 1%, 6%, and 4%). So, in comparing the average percentage of lesson time the eight teachers spent on each of the four approaches, we can conclude that after the intervention less time was spent on the Text approach and more time was spent on the Reader and Language approach (and to a very small extent on the Context approach).

Table 6.4 Average coded lesson-time spent on four approaches before and after the intervention

	Text	Context	Reader	Language
Year 1	63%	18%	13%	6%
Year 2	52%	19%	19%	10%

Although when looking at the group as a whole we saw a small movement towards a greater balance between the four approaches, an analysis by teacher revealed a large variation. Table 6.5 presents an overview per teacher per year of the coded lesson time in percentages spent on each of the four approaches, as well as the change in percentages per approach between year 1 and year 2 (Δ).

Table 6.5 Coded lesson-time and difference in percentages per teacher spent on average on the four approaches before and after the intervention

Teacher	Year	Text approach		Context approach		Reader approach		Language approach	
		Average	Δ	Average	Δ	Average	Δ	Average	Δ
Caitlin	1	59	- 5	12	0	22	6	7	- 1
	2	54		12		28		6	
Doris	1	58	-21	17	19	19	6	6	- 4
	2	37		36		25		2	
Fred	1	41	7	39	- 9	19	- 1	1	3
	2	48		30		18		4	
Harry	1	69	-13	2	1	11	8	18	- 6
	2	56		13		19		12	
Liz	1	94	-28	3	- 2	1	20	2	10
	2	66		1		21		12	
Ralph	1	58	10	21	- 5	13	- 1	8	- 4
	2	68		16		12		4	
Sarah	1	73	-19	17	2	8	12	2	5
	2	54		19		20		7	
Ysabel	1	54	-24	34	- 12	8	5	4	31
	2	30		22		13		35	

A comparison between year 1 and year 2 per teacher shows that, for each of the eight teachers in both years, most of the coded lesson time was spent on the Text approach (ranging between 41% - 94% before and 30% - 68% after the intervention). Comparing the percentage of lesson time spent of the Text approach in year 1 and year 2, this percentage increased for Fred and Ralph (respectively 7% and 10%) and decreased for the other six teachers, ranging between a reduction of 5% for Caitlin and 28% for Liz. At the other end of the spectrum, for the majority of the teachers in year 1 and year 2 least of the lesson time is spent on the Language

approach (ranging between 1% - 18% in year 1 and 2% - 35% in year 2). Time spent on the Language approach did increase in year 2 for four teachers with a noteworthy increase of 31% for Ysabel. The Context and Reader approach showed equally diverse but on average less radical changes. Time spent on the Context approach increased for three teachers (ranging between 2% - 19%), decreased for four teachers (ranging between 2% - 12%) and stayed the same for Caitlin. Time spent on the Reader approach showed a similar movement: an increase in time for six teachers (ranging between 5% - 20%) and a decrease in time for two teachers (ranging between 1% - 10%).

We then calculated the deviation of the four approaches from the assumed even distribution of 25% lesson time per approach. Table 6.6 presents the deviation of each of the four approaches as well as the total deviation from the assumed even distribution. It also presents the difference between the total deviation before and after the intervention (Δ).

Table 6.6 Deviation of four approaches in percentages from the assumed even distribution of 4x25% per teacher per year

Teacher	Year	Text approach	Context approach	Reader approach	Language approach	Average deviation	Δ
Caitlin	1	34	13	3	18	17	1
	2	29	13	3	19	16	
Doris	1	33	8	6	19	17	5
	2	12	11	0	23	12	
Fred	1	16	14	6	24	15	1
	2	23	5	7	21	14	
Harry	1	44	23	14	7	22	6
	2	31	12	6	13	16	
Liz	1	69	22	24	23	35	14
	2	41	24	4	13	21	
Ralph	1	33	4	12	17	17	- 5
	2	43	9	13	21	22	
Sarah	1	48	8	17	23	24	9
	2	29	6	5	18	15	
Ysabel	1	29	9	17	21	19	12
	2	5	3	12	9	7	

Before the intervention, on average, the eight teachers deviated between 15% - 35% from the assumed even distribution. This deviation was reduced after the intervention to 8% - 22%. Looking at the changes made by individual teachers, the largest change in deviation between year 1 and year 2 was made by Liz, with a reduction from 35% to 21%. The smallest difference in deviation was made by both Caitlin and Fred with 1%. Furthermore, before the intervention, Fred's

lessons showed the smallest deviation from the assumed even distribution (15% deviation), whereas after the intervention this was the case for Ysabel's lessons (8% deviation). In other words, the changes in time spent on the four approaches between year 1 and year 2 was realized in different ways by the eight teachers. Even though for most of the teachers the deviation from the assumed even distribution was smaller after the intervention, their lessons show that there was a considerable difference between the size of the change per teacher.

6.4.2 Results research question 2: Perceived changes regarding EFL literature teaching

Each of the eight teachers reported on perceived changes regarding EFL literature teaching after working with the Comprehensive Approach for one year. An analysis of the interview transcripts revealed the following six themes, which will each be discussed in detail below: Reconsidering the EFL literature curriculum; Structure and variety; Including students; Rise in energy, confidence, and pleasure in teaching EFL literature; Language approach; and Implementation reality.

Reconsidering the EFL literature curriculum

Teachers considered the Comprehensive Approach as a framework for EFL literature teaching an eye-opener (accommodation). The Comprehensive Approach allowed them to look at their literature curriculum *“from a broader perspective”* (Doris). Sarah explicitly mentioned that *“looking at [my] curriculum this way is more enjoyable”* and Fred emphasized that he *“firmly believed that you should not be allowed to approach literature from a single perspective.”* An alternative reason was mentioned by Ysabel, for whom it was a revelation *“to link the different approaches to each other and to the texts. Because oh boy how long are we teaching literature from A to Z chronologically? Well, the Context approach we did, such as ‘What happened in the Middle Ages?’ ‘What did the world look like?’ only we did not link that to the texts.”* Caitlin, on the other hand, did not experience the Comprehensive Approach as an eye-opener but as a legitimization of her current teaching practice *“where it can now grow and flourish”* (assimilation). This possibility of elucidation was especially important to her regarding literature teaching at her school, because now *“it is not something that depends only on me anymore but it can really circulate, like a vision of our school on literature education.”*

Learning about the Comprehensive Approach also helped the teachers to become more aware of their literature curriculum. Harry explained how the

Comprehensive Approach allowed him to think about his curriculum, *“the way you work with students, the moment you offer something, and the requirements you set.”* He also explicitly mentioned that identifying learning objectives was an *“eye-opener, in the sense of ‘What do I do and why?’ Why is an oral exam in Year 5 constructed the way it is? What I have learned above all, through those intended learning objectives, is to also look at the way in which you finish it, which you then call assessment.”*

Sarah also mentioned that she really enjoyed thinking about *“how you offer the literature lessons, what you offer, and why you offer it.”* To her, this insight *“made more sense than merely telling students ‘you have to read this’ ... that you don’t do something merely because you have been doing it for the previous ten years.”* This point was also emphasised by Doris who argued that she became aware of implied underlying ideas. *“We were always more concerned with implementation. But why? Because, in retrospect, I think that if we had really thought about our curriculum, we would never have done this just like that.”* Gaining awareness of and insight into the curriculum for Caitlin was more related to explicating her intuition. For her, the Comprehensive Approach enabled her to be more conscious of *“the invisible part between a concrete story and how you respond to this story [...] because you are able to specify it.”* She furthermore explains that she felt contented that what she had always done was now labelled, which *“allows you to see what you are doing instead of doing things haphazardly”* (Caitlin).

For Harry and Ysabel, reconsidering their EFL literature curriculum took an introspective direction. Harry explains how he became more aware of the congruence between his intentions and actions in the literature lessons: *“It could, of course, be that something does not really work out, that there is a kind of incongruity between what you ask of them and how you behave. That in the way I say and do things in class, I may behave very differently from the assignments I give them. When you are confronted with it, you can also analyse it yourself if you look closely at the things that belong to the different approaches. Then you can determine for yourself whether you think that something of a certain approach happens too much or too little. It may also be that you have a preference for something, which is inevitable. It may be that you find the readers’ response the most essential and that students have freedom and can think divergently. Thinking about this is sensible.”*

Structure and variety

The Comprehensive Approach provided “*a clear structure for current activities as well as future ones*” (Liz) allowing for a “*stronger, more comprehensive design of the curriculum*” (Fred). Doris experienced the use of the Comprehensive Approach as helpful, especially with regard to learning objectives. She explains: “*You have an idea of learning objectives such as, with literature you want to increase reading experience or reading pleasure and you want them to understand aspects of a literary text, you want them to get acquainted with things from the history of England. You want many things at once but in the end, it is not always very structured. With the Comprehensive Approach you can place these objectives in a clear framework.*” Interestingly, according to Ralph, the learning objectives “*should have been identified years ago, but in fact it is still pretty new. What we wrote down, those goals and such, we had not yet formulated that.*” For Fred, it was not only the learning objectives, but the entire structure of Backward Design as part of the professional development programme, that he experienced as “*major gain.*” Fred explains: “*it helps me in creating a lesson plan and I think it helps the students as well.*”

Teachers observed a change in being able to apply their newly acquired knowledge about structure. Harry commented that he was now able “*to stick to a tight schedule*” in his lessons. “*I was a lot more organized to design the lessons. They were now clear in terms of structure.*” Similarly, Ysabel was also more structured in her lessons, especially when showing video fragments. “*I was always like, oh just watch the video fragment, it’s nice.*” In year 2 she managed to implement this intention by designing assignments for each video fragment she showed in class. Fred, on the other hand, explained that he always knew what he wanted to achieve with his lessons, but he confessed that he “*occasionally skipped a few steps*” in the design. Moreover, he mentioned that for him the most important aspect was being explicit about the learning objectives: “*Previously I tried to do this frequently, but this year I was explicit about the learning objective in every single lesson*” (Fred). Sarah, however, was less successful in applying her knowledge about structure. At the start of year 2, she shared an overview of the learning objectives with her students and although she intended to remind her students of these objectives throughout the year, she managed to do this only once.

The Comprehensive Approach made the teachers see that there are a lot of options for literature teaching, allowing for “*ways to do it differently*” (Fred). The aspect of variety was further emphasized by Liz who argued that it is now clear for her how she wants to teach literature: “*Every lesson has to be surprising. I want to*

add more variety in approaches to my lessons. That is going to be my starting point. That is what I am going to focus on and explore how I can play with that concept. You could even consider taking one approach per lesson” (Liz). Ralph experienced a richer repertoire in his teaching methods, allowing him to improvise more in class and being able to play around more with interpretations and tasks. “I found it very playful for myself. Also, that I could decide, on the spot, I’m going to do something different now. I can still teach those texts by heart, but I can now do it in a different manner. I now regularly start a lesson thinking about which new things I can tackle. I enjoy that” (Ralph). Ralph explained in more detail what the content of playfulness looked like, again focusing on variety: “What I used to like a lot, was to include a wide variety of topics in my lessons. Music, paintings, photographs, clothing. That part of me has woken up again. And the idea about linking the texts to current affairs. That is also a bit of a cultural change, because it was always like, ‘just read in silence’. But now it is more about involving the students, which can be done in many other ways. You could also involve drama.”

Including students

The teachers noticed that in year 2 they were more aware of the rationale for their curriculum, which helped them in sharing with their students why they wanted them to work on certain tasks. For Caitlin this sense of sharing focused on the overall purpose of the literature curriculum: *“I think I knew better this year, I could make clearer why literature, why reading is so important or what it can give you.”* Ralph and Sarah, who both actively included their students’ perspectives in year 2, experienced a different interpretation of the inclusion of students. Whereas Ralph was more focused on asking the students how they feel about a certain text and how they interpret it, Sarah included their perspective by focusing on the relevance of the literary texts and connecting literary texts to contemporary issues. *“That you ask them how they see certain themes from literary works in today’s society and the role this could have played in how they interpret the world. We included, for example, the following question in our exam: Do you think Byronic heroes are still relevant in present or modern day fiction or films? I think that using literary texts in this way is very cool. I actually think this is the most noticeable step we have taken this year” (Sarah).*

Rise in energy, confidence, and pleasure in teaching EFL literature

The teachers mentioned that working on their literature curriculum through a Comprehensive Approach gave them a boost, which was explained by Sarah who felt she could “*finally do something new with an exhausted curriculum.*” Liz commented that it was a gratifying situation “*to be, for once, a student again.*” Ysabel experienced a rise in energy especially on a cognitive level: “*It is wonderful, my brain is alive again!*” Learning about the Comprehensive Approach triggered her to conduct her own background research: “*I also thought it was great to dive into it again, I learned that again myself. That you think, oh yes, that is what those brains are there for, that you have to dig for a while in order to be able to teach well. I remember that at one point I was completely consumed in Hadrian’s Wall and one thing led to another and another, which I really enjoyed. Then a colleague asked me “Are you still here?” “Oh” I told him “I am going crazy because I am enjoying this so much!” I have got the feeling I am studying again and I really want to. Simply wonderful!*” (Ysabel). Although perhaps less exuberant, Ralph also felt that he “*is starting to wake up again*”. Fred’s engagement was sparked by an internal drive “*to become a better teacher*” by for example creating and “*a better and more effective curriculum.*” According to Fred, “*teaching the literature lessons has really become easier and more pleasurable because I can now justify my curriculum and how I teach.*” Doris shared Fred’s pleasure sentiment: “*I think I enjoy teaching literature more now because I knew where I was heading.*”

Language approach

Implementing the Language approach appeared to be somewhat complicated. The teachers remarked that they hardly spent any time on the Language approach. One reason why it was not part of their curriculum was provided by Fred who explained, “*the Language approach requires the most work from me.*” For Caitlin the reason was the Language approach itself which she felt was “*tricky to implement*” in her literature lessons. She also mentioned that the lack of time she has for literature did not allow her to expand on her established repertoire. Interestingly though, Caitlin did comment, “*I only have two lessons a week and I am already happy when they [the students] have actually read the text.*” For Caitlin, apparently, reading a literary text is not part of the Language approach.

Indeed, although the majority of the teachers mentioned hardly spending time on the Language approach, they did however increase the use of the target language and they did use literary texts in order to practice the students’

speaking-, listening-, reading- and writing skills. Four teachers used literary texts in order to practice their students' writing skills by either integrating essay writing or creative writing in their literature curriculum. After discussing Swift's *Modest Proposal*, Sarah for example decided that she wanted her students to create a link between the literary text and today's world to which end she asked them to write a contemporary modest proposal. *"Several students did not get the gist and wrote about the terrible situation of FC Groningen [football club] whereas other did understand. One group wrote about the greenhouse effect and that it was so nice and warm now."* The teachers also provided their students with assignments in order to practice their listening skills whenever they watched a video fragment in class. Sarah remarked that providing her students with listening assignments *"really forced them to listen carefully instead of just like 'oh chill a movie'"* A clear difference between having the knowledge that you can integrate language and literature and being able to implement this in your lessons was mentioned by Ralph: *"These are things you already know, but sometimes you need somebody to flip the switch."*

Implementation reality

The teachers considered year 2 to be a pilot year. *"It is merely initiated. It is a kind of floating thing that was first under water and now it has come to the surface but it has to come up even more. It is a kind of five-year-plan"* (Caitlin). Only two teachers indicated to be more or less content about their literature lessons in year 2. Lack of time and lack of enthusiasm from colleagues were arguments why teachers were less content about their literature curriculum in year 2 than they expected to be. Liz was somewhat disappointed with the fact that she felt the lessons had not changed at all. However, she also mentioned that she needed this pilot year to come to terms with the Comprehensive Approach: *"I have the feeling that I am only now ready to do it in my own way. A combination of what I've learned, looking at those different perspectives, and that I really want to do something different, make something different"*. A different explanation was provided by Sarah and Ralph. Both mentioned that it is quite difficult to change things when you are stuck in a set routine. Sarah acknowledged: *"I occasionally reverted to what I already knew and what I already did."* Ralph compared working from this set routine with a conveyor belt, *"you crawl into a certain mode, a syrupy routine"* from which it takes time and energy to break free. Nevertheless, Ralph did feel that they are *"very well on their way to a different way of dealing with literature in the lessons, although it is still in its infancy."*

6.4.3 Results summarized

In sum, the Comprehensive Approach was experienced an eye-opener, either allowing them to look at their curriculum through a different perspective or making them realize that different approaches can be linked to each other and to the texts (accommodation). One teacher (Caitlin) regarded the Comprehensive Approach as a legitimization of her current practice (assimilation) and none of the teachers tolerated or rejected the Comprehensive Approach. The growth in awareness and insight regarding the literature curriculum varied between the reasoning behind curriculum choices, being able to label current intuitive practices, and self-evaluation.

The teachers experienced that they were not only able to translate their insights into the rationale behind their curriculum into their lessons but also were they able to explain this to their students and include their students' perspectives more in the lessons. Interestingly, whereas most teachers mentioned that the Language approach was not really part of their literature curriculum, most did increase the use of the target language and integrated language-learning activities in their literature lessons. Furthermore, some teachers were explicit about the implementation of their newly acquired knowledge of structure, which resulted in a tighter organization and clearer direction in the lessons

The teachers experienced the Comprehensive Approach as a catalyst to reassess their literature curriculum, either because it helped them to break their routines or, for one teacher (Ysabel), because her passion for literature itself was sparked. Some teachers also experienced a boost in their practical and cognitive energy as well as a rise in confidence, caused by their ability to justify their curriculum and having a system in place. Nevertheless, only Doris and Ysabel were content about their literature lessons in year 2 and most felt that they were only getting started. Being stuck in a set routine (instrumentality), lack of time (cost), and lack of enthusiasm from colleagues were provided as arguments why they felt they could have done more.

6.4.4 Individual teacher portraits

In the following section we present teacher portraits of each of the eight teachers in which we summarize the results.

Caitlin (School A, 37 years teaching experience)

Caitlin felt that the Comprehensive Approach legitimized her teaching practice (assimilation) because it explicated her somewhat intuitive literature didactics, making it altogether more visible. The awareness she gained increased her confidence when teaching literature and she felt more capable to explain to her students why literature was part of the curriculum. But, most of all, Caitlin experienced the Comprehensive Approach as a confirmation of how she had always taught literature. Caitlin indicated that the Language approach was not part of her regular repertoire and due to lack of time was not really part of her lessons. Despite this experience regarding time spent the Language approach, the Language approach played a part of her literature lessons, albeit small (7% in year 1 and 6% in year 2). Caitlin did indicate that she was more conscious of her use of the target language in year 2. The differences between the time Caitlin spent on the four approaches in year 1 and year 2 was, in fact, small for each of the approaches (average of 3% difference). In both years, about half of her lesson time was spent on the Text approach and a quarter of the time was spent on the Reader approach

Fred (School C, 8 years teaching experience)

Although Fred was convinced about the Comprehensive Approach, which he felt allowed for a strong and integrated curriculum, the most insightful aspect for him was enriching his literature curriculum via learning objectives (assimilation). Even though he was aware of the importance of referring to learning objectives at the start of each lesson already in year 1, he did so consciously in year 2 every single lesson. This way of enriching his lessons had a positive effect on his attitude towards literature teaching in the sense of confidence and ease because he felt he could now really justify his curriculum. Participating in this research project contributed to his inner drive to become a better teacher and to have a more efficient programme. Fred's focus on structure instead of increasing variety was, not surprisingly, also visible in the time spent on the four approaches: the difference between

year 1 and 2 can be considered minor. Nevertheless, even though the average deviation from the assumed even distribution was 15% in year 1 and 14% in year 2, there was a balance between the Text-, Context-, and Reader approach. In other words, regarding these three approaches, Fred's curriculum was already quite comprehensive. Furthermore, similar to Doris, not including the Language approach element 'Language skills' was also considerably important in our understanding of Fred's lessons. Although Fred argued that implementing the Language approach was rather complicated, he did emphasise his students' English language development in year 2 by really enforcing the use of the target language by his students, by asking them to write poetry in English, and by connecting his lessons to can-do statements from the CEFR.

Harry (School D, 32 years teaching experience)

The Comprehensive Approach offered Harry a framework through which he could analyse his current practice in terms of requirements and how he works with his students (assimilation). Keywords in his sensemaking process include self-awareness and self-evaluation. Through the lens of the Comprehensive Approach, he was able to critically analyse his current curriculum and, more specifically, his intentions with this curriculum. Similar to Fred, working with learning objectives as a starting point helped him improve the structure and direction of his lessons. Although Harry was explicit in his learning objectives that students were allowed to use the Dutch language, in year 2 he did integrate writing skills in his literature lessons by asking students to write a composition based on *Hamlet*. Furthermore, Harry was also one of the teachers who was extremely conscious in using the target language, believing that the literature lessons are just another way of improving the students' English language skills. Interestingly, the time Harry spent on the Language Approach decreased from 18% in year 1 to 12% in year 2. Again, this could be the result of not including the 'Language skills' element. Nevertheless, on the whole, the balance in time spent on the four approaches increased slightly in year 2, visible in a decrease in deviation from the assumed even distribution from 22% to 16%.

Ralph (School E, 24 years teaching experience)

For Ralph, the keyword in his process of sensemaking of the Comprehensive Approach was variety. He emphasised, however, that it was not so much a new way of looking at the curriculum but more of a wake-up call (assimilation). He felt that he had been stuck in a certain routine and the Comprehensive Approach opened his eyes again to a richer didactic repertoire in his literature lessons including other arts such as music, fashion, and photography. Ralph enjoyed this richer repertoire, which increased his ability to improvise and be more playful in his lessons. Nonetheless, Ralph also emphasised that this year was only the beginning of enriching the literature curriculum. For him, breaking free from the set routine took a lot of time and energy, which caused him to revert to the 'regular way' of doing things. Despite this experience of relevance, Ralph's lessons moved further away from a Comprehensive Approach in year 2. Whereas in year 1 the average deviation from the assumed even distribution was 17%, in year 2 this was 22%. Although we only coded 4% Language approach in year 2, Ralph, like Fred and Doris, was more conscious about integrating students' English language development in his literature lessons. Ralph, for example, provided his students with listening assignments whenever they watched a video fragment in class and he asked the students to translate extracts of a literary text in class.

Sarah (School E, 8 years teaching experience)

Sarah's enriched literature curriculum centred on her students. The Comprehensive Approach offered her a framework, which enabled her to be more aware of and therefore explicit in the reasoning behind why she teaches literature in a certain way (accommodation). She felt that she was now better able to justify her curriculum and communicate this to her students. Analysing her curriculum through this lens sensitised her towards including the Reader approach. For her this meant that she emphasised the relevance of literary texts by connecting them to contemporary issues. The increased emphasis on the Reader approach was also visible in the lessons, which showed an increase in

time spent from 8% to 20%. In working this way, Sarah experienced a boost of energy because she had the feeling that she could finally revise the exhausted curriculum she had been working with for years. Although Sarah remarked that she had hardly spent any lesson time on the Language approach, she did include several listening and writing assignments. Despite the fact that we did not include the Language approach element 'Language skills' and therefore did not include these language skills activities in our coding, the lesson time Sarah spent on the Language approach did increase with 5%. Overall, Sarah's curriculum showed a large change towards a more Comprehensive Approach with a decrease in the average deviation from the assumed even distribution of 24% in year 1 to 15% in year 2.

Doris (School B, 10 years teaching experience)

Doris felt the Comprehensive Approach was an eye-opener, allowing for a multiple-perspective view on her curriculum (accommodation). The Comprehensive Approach inspired her to think of different ways to teach literature, especially adding variety to her lessons. Doris enjoyed receiving pedagogical input, which helped her in stepping out of her comfort zone and seeing things from a different perspective. One theme that emerged very strongly with Doris was her growing awareness of the rationale behind her curriculum. The Comprehensive Approach provided her with a framework through which she could analyse her literature lessons. Being able to explain this rationale to her students increased her enjoyment in literature teaching. These changes were also visible in her lessons in year 2. There was a considerably greater balance between the Text-, Context-, and Reader approach in year 2. The fact that we did not include the underlying element 'Language skills' of the Language approach in our analysis is particularly important in our understanding of Doris's lessons. In year 2, for example, Doris completely changed her *Macbeth* module, focusing on students' language development by having them read aloud parts of the play in small groups and offering them a modern translation of the text as well as the original version, asking them to make comparisons. Overall, Doris was satisfied with the changes she experienced in year 2.

Liz (School D, 31 years teaching experience)

For Liz, the idea of variety in her lessons through implementing different approaches was an eye-opener. The Comprehensive Approach provided a clear structure as well as a different perspective through which she could look at her literature curriculum (accommodation). Similar to Doris, Liz enjoyed receiving input. Altogether, this resulted in a rise in confidence in her literature teaching and a vision in which she expressed that every lesson should be surprising. Nevertheless, Liz felt that the way she approached the literary texts in year 2 was not any different from year 1. According to her, she needed time to come to terms with the Comprehensive Approach and how this way of looking at the literature curriculum could have an impact. At the end of year 2, she arrived at the conclusion that she wanted to implement some radical changes and that now she felt ready for this. Interestingly, Liz's experience of her lessons was not in line with what she actually did in the lessons. Even though she still had a large average deviation from the assumed even distribution in year 2 (22%) this was a huge decrease compared to year 1 (35%).

Ysabel (School F, 20 years teaching experience)

For Ysabel the Comprehensive Approach was a revelation in the sense that she became aware of the possibility of linking the four different approaches but also of the possibility to link these to the literary texts (accommodation). Looking at her literature curriculum through the lens of the Comprehensive Approach made her aware again and ignited a vibrant cognitive energy. Ysabel was the only teacher who made the conscious decision to implement each of the four approaches in her lessons, which resulted in an even distribution of two lessons per approach. Because of this, she invested a lot of time doing background research, which revived her personal interest in literary history. This investment in time and energy energised her because she felt she was finally using her brain again. She was also the only teacher who introduced the Comprehensive Approach to her students, explaining the different ways in which they were going to study

literary texts, and questioning them about their preference in approaches. The way Ysabel made sense of the Comprehensive Approach and was able to operationalise this in her lessons resulted in an average deviation of the four approaches from the assumed even distribution of only 8% in year 2 (compared to 19% in year 1). Similar to Doris, Ysabel indicated she was content with the way she approached the literary texts in year 2, despite the fact that she also indicated it to be a pilot year.

6.5 Discussion

In this final empirical chapter, we investigated the relevance and usefulness of the Comprehensive Approach in naturalistic teaching contexts through a teacher perspective. In this investigation, we followed Desimone's (2009) conceptual framework for studying the effects of professional development on teachers and included three of the four interactive critical features, i.e. a teacher 1) takes part in a professional development programme and (2) experiences changes in knowledge, skills, and attitude, 3) which leads to changes in instruction. In other words, central in this study was the Theory of Change (Desimone & Stuckey, 2014): whether the new pedagogical content knowledge (i.e. the Comprehensive Approach) improved teacher knowledge and instruction. By analysing the EFL literature lessons in both years, we were able to determine whether there were any changes in time spent on the four approaches between year 1 and year 2. Interview data informed us about the perceived changes the teachers experienced regarding EFL literature teaching after working with the Comprehensive Approach for one year.

With regard to changes in instruction, the average deviation from the assumed even distribution was 21% in year 1 and 15% in year 2: in the second year less time was spent on the Text approach and more time was spent on the Reader and Language approaches and to a very small extent on the Context approach. Furthermore, the average deviation also appeared to be less extreme in year 2; in year 1 the four approaches deviated between 15% - 35%, whereas in year 2 this ranged between 8% - 22%. Although the lessons of all eight teachers underwent some kind of change with regard to the time spent on the four approaches, the differences between teachers were considered substantial. On one end of the

spectrum were Caitlin and Fred, whose average deviation from the assumed even distribution changed with 1%, whereas on the other end was Liz, whose average deviation changed with 14%. In order to interpret these results, several factors should be considered.

First, in year 2, the teachers were knowledgeable about the Comprehensive Approach and they were aware of the focus of our observations. The teachers indicated that through the Comprehensive Approach they got a clear insight into the *why*, *how*, and *what* of their curriculum which helped them in structuring their lessons and being able to include their students. Because they experienced the Comprehensive Approach as a useful framework that made them more aware of their literature teaching practice, this heightened awareness could have caused them to be more explicit in their teaching practice. This might also be the reason why we were able to code 15% more lesson time in year 2 compared to year 1 and why teachers, on average, taught more literature lessons in year 2 (122 lessons in year 1 and 154 in year 2). Additionally, the actual video recording could have served as a so-called implementation driver (Hulleman & Cordray, 2009), creating a situation in which teachers are more likely to embrace the curriculum reform to a higher extent (Desimone & Stucky, 2014).

Second, multiple studies have hypothesized the reasons for the variation in the extent to which teachers implement educational reform (Desimone & Stucky, 2014). One of these reasons is the so-called implementation dip which refers to the fact that because “change involves grappling with new beliefs and understandings, and new skills, competencies, and behaviours, changes will not go smoothly in the early stages of implementation” (Fullan, Cuttress, & Kilcher, 2005, p. 56). That “teacher and student performance can get worse before it gets better” (Desimone & Stucky, 2014, p. 19) could also be caused by a lack of accountability pressures. According to Desimone and Stucky (2014), “power exerted through the pressure of rewards or sanctions can alter teacher behaviour, but such changes are usually not as long-lasting as behaviour changes that result from self-motivation or buy-in” (p. 14). In other words, because there was no external obligation including rewards to participate in our study, some of the teachers perhaps did not feel the pressure to comply. Other reasons for the variation in extent of implementation include the previously mentioned mediating and moderating influences (Desimone, 2009), or so-called ‘noise’ (Kennedy, 2010) such as student characteristics, contextual factors at classroom level (e.g. social dynamics and interaction patterns), and contextual factors at

school level (e.g. revised assessment policy). Such influences could have an effect on the extent of the implementation.

Third, the nature of the Comprehensive Approach as a descriptive and not a prescriptive PCK model for EFL literature teaching and learning plus the focus on enriching existing curricula, created a certain amount of freedom regarding the extent of enrichment. This decision in the design of the current study could have had an impact on how teachers dealt with the cost aspect of the Practicality Theory, i.e. the “ratio between amount of return and amount of investment” (Doyle & Ponder, 1977, p. 8). The difference in extent of enrichment regarding how literary texts are approached ranged between a complete remodelling of the curriculum on the one hand and only having an awareness of the options on the other. Also, some teachers experienced a rise in confidence, energy, and/or pleasure in teaching literature which enabled them to invest more time in enriching their curriculum. Others experienced a lack of time and/or lack of enthusiasm from colleagues, which was not helpful in pulling them out of the set routines. For this second group the cost of the investment was mainly too high due to external factors. The fact that teachers were not granted extra time from their respective schools to participate in this research project could also be seen as an influencing cost factor. Indeed, according to Luttenberg et al. (2013), “the design, interpretation, and operationalization of reforms are strongly influenced by the on-going dynamic interaction of various processes and factors at the levels of the school and the individual teacher” (p. 291). Interestingly though, regardless of extent of implementation, teachers indicated that they regarded this year as a pilot year where the Comprehensive Approach either had to sink in and assimilate with existing frames of reference or where they regarded the implementation of the Comprehensive Approach as an experiment.

A somewhat different factor that should be considered in interpreting the extent of implementation is how teachers made sense of the Comprehensive Approach. Although the act of sensemaking is highly personal and selective (Spillane et al, 2002; Weick et al, 2005), we found several commonalities in how the eight participating teachers made sense of the Comprehensive Approach. As mentioned previously, most teachers regarded the Comprehensive Approach as a useful framework providing structure and awareness of the literature curriculum as well as variety through looking at the curriculum from a broader perspective. In addition, all eight teachers experienced a match between and their own frame of reference (Luttenberg et al., 2013) and the PCK. Where teachers differed

mainly concerned whether the Comprehensive Approach was primarily new PCK (accommodation) or whether it primarily confirmed current teaching practice providing teachers with a common language through which they were able to explain the *how*, *what*, and *why* of their curriculum (assimilation). In terms of the matrix of Luttenberg et al. (2013), the extent to which the Comprehensive Approach led to a transformed own frame of reference or an adaptation of the Comprehensive Approach to fit the teachers' frame of reference varied between the teachers.

Ysabel and Caitlin can be regarded as two examples for respectively accommodation (adapting one's own frame of reference to fit the initial intent of the reform) and assimilation (adapting the initial intent of the reform to fit one's own frame of reference). Ysabel adapted her own frame of reference to fit the initial intent of the Comprehensive Approach (accommodation). For her, the relevance of the Comprehensive Approach was primarily as an eye-opener, which triggered her to consciously teach the literary texts through all four approaches thereby aiming to link the approaches to each other and to the texts. While being cautious of causality, Ysabel's transformed own frame of reference could possibly be an explanation of the transformation with regard to the time spent on the four approaches: her average deviation from the assumed even distribution was 19% in year 1 and 7% in year 2. Caitlin, on the other hand, adapted the Comprehensive Approach to fit her own frame of reference (assimilation). For her the relevance of the Comprehensive Approach centred on legitimizing her existing EFL literature teaching and being able to frame it. It provided her with a language through which she could now explain her intentions with the literature curriculum. It is perhaps therefore not surprising that the difference between the time spent on the four approaches when comparing year 1 and year 2 for Caitlin was minimal: her average deviation from the assumed even distribution was 17% in year 1 and 16% in year 2. Such a difference between teachers is in line with Luttenberg et al. (2013) who argue that "reforms may be hard to predict or steer not because teachers are unwilling rather because of their search for coherence between the demands of a reform in relation to their own frames of reference" (p. 290).

Although in the previous paragraph we provided a description of two example cases of accommodation and assimilation with a possible connection between the act of sensemaking and the changes in how literary texts were approached, these cases are, however, not representative of the entire group. Take for example Liz, for whom the Comprehensive Approach provided a clear structure for her

lessons, inspiring her to add more variation in approaches (accommodation). She did however indicate that she had needed year 2 to come to terms with this new structure adding that she felt the lessons in year 2 were not any different compared to the lessons she taught in year 1. Interestingly, through the process of accommodation, Liz did in fact approach the literary texts in a more comprehensive manner in year 2. Where in year 1 her average deviation from the assumed even distribution was 35%, this deviation was reduced to 21% in year 2. To summarise, because teachers experienced the relevance and usefulness of the Comprehensive Approach differently, variation in the operationalization appears to be inevitable.

A final point of discussion regarding the relevance and usefulness of the Comprehensive Approach concerns the Language approach. On the one hand, considered through the lens of Practicality Theory (Doyle & Ponder, 1977; Janssen, Westbroek, & Doyle, 2015), teachers indicated that implementing the Language approach was time-consuming, the Language approach was “tricky to implement,” (Caitlin) and hardly a part of their literature curriculum. Teachers also mentioned the high cost in terms of time to enrich their existing curriculum with this approach. However, they also said that they were more focused on using the target language and integrating practising language skills, such as writing or listening, in their literature curriculum in year 2. The reason for this dichotomy could be how teachers made sense of the Language approach. Apparently, teachers were not consciously aware that a writing or listening assignment based on literature constitutes a Language approach. Additionally, they did not regard the use of the target language during EFL literature lessons a Language approach. Furthermore, despite several attempts, we came to the conclusion that we were not able to code the Language approach element, ‘Language skills.’ Our video data did, for example, not reveal whether students were writing in English or speaking in English when working in pairs or small groups. Another reason could be the position of the literature curriculum in foreign language teaching in Dutch secondary education (section 1.2). In the 1990s exam regulations prescribed the use of L1 in EFL literature exams and a separation of testing EFL literature and language skills (Kwakernaak, 2016). These regulations had a wash back effect on EFL literature lessons, which were – and still are – increasingly taught in L1 (Hulshof et al., 2015). Therefore, the fact that the literature component in the EFL curriculum is often regarded as detached from students’ English language development, could be connected to how teachers make sense of the Language approach in connection to EFL literature teaching.

Finally, it should also be noted that the coded time spent on the Language approach does not represent the actual time spent on this approach. Leaving out the Language approach element ‘Language skills’ in our coding and analyses was a very unfortunate decision we had to make. Historical changes in the position of the literature curriculum (Chapter 1), the importance students ascribe to this particular element (see Chapters 4 and 5), and the interpretation of the Language approach by teachers (Chapter 6), make the Language approach of key importance as well as a key issue. In the next section, we will discuss this limitation as well as future implications of this decision in more detail.

6.6 Conclusions, limitations, and future research

Evaluating theoretical teaching models such as the Comprehensive Approach through empirical validation is essential in PCK research, which focuses on building a bridge between theory and the daily teaching practice. Through an instrumental multisite multiple case study, which involved an intervention, eight teachers, and 276 video-recorded EFL literature lessons over the course of two years, we were able to evaluate how teachers experienced the relevance and usefulness of the Comprehensive Approach in their existing EFL literature curriculum. Based on these results, several conclusions can be drawn and several limitations should be highlighted.

Not only do historical changes regarding the position of EFL literature show the uneasy relationship between content and language (see section 1.2), the results of this final empirical study show that this uneasy relationship is also tangible in the EFL lessons. Leaving out Language approach element ‘Language skills’ was an unfortunate decision we had to make, as this element was deemed beneficial and important by students (Chapters 4 and 5) and was consciously implemented by several teachers in year 2 (section 6.4.2). The fact that the Language approach, and especially the above-mentioned underlying element, appeared an issue is, in a way, representative of the complexity of integrating content (i.e. literature) and language development in the EFL curriculum. This is evidenced by teaching approaches such as Content Based Language Teaching (Snow & Brinton, 1988), Task Based Language Teaching (Norris, 2009) and Content and Language Integrated Learning (Coyle, 2007) where content is generally the means through which foreign language development can take place (de Graaff, 2018). Moreover,

foreign language related content in Dutch secondary education “hardly receives any attention” (de Graaff, 2018, p. 17). That foreign language related content such as literature and foreign language development should be integrated in the foreign language curriculum has become subject of interest in recent curriculum development discussions (e.g. Curriculum.Nu, 2018; Meesterschapsteam MVT, 2018; Schat, de Graaff, & van der Knaap, 2018). The question for future research then remains how both components can be integrated and taught in such a way that they are mutually beneficial in a situation where mutual exclusivity is considered out-dated.

In line with the role and position of content as well as foreign language development within an integrated curriculum, our decision to calculate changes in the way the eight teachers approached the literary texts needs to be considered. In section 6.3.3 we mentioned that for the purpose of analysis we assumed an even distribution between time spent on the four approaches. Although this decision allowed us to compare any changes between the two years of the eight teachers with each other, it does raise a few issues. There is no theoretical or empirical justification for this even distribution, apart from our belief that the four approaches function as a unified whole and that when addressed in an interrelated way is likely to support high quality teaching and learning. It could be argued that in a teaching and learning situation where content and language are integrated, the Language approach should feature a lot more compared to for example the Context approach. Another argument could be that the balance between approaches should depend on the learning objectives. For example, when a teacher wants their students to be able to analyse how the historical, cultural, and social context of the literary text enhanced their intercultural awareness, one could imagine that the Context approach would feature often in the lessons. A different scenario could be where a teacher wants their students to be able to use language from the literary texts their students studied in their own language production, through for example a writing task. In such a case, the Language approach would be a more prominent feature. To summarise, our decision to assume an even distribution enabled our analysis but should be taken into serious consideration in future research.

How the teachers made sense of the Comprehensive Approach could be connected to the changes the teachers made in terms of time spent on the four approaches. For teachers who experienced a process of accommodation, the time spent on the four approaches changed rather drastically when comparing year 1 and year 2. However, for teachers who experienced a process of assimilation, the

time spent on the four approaches did not change that much between year 1 and year 2. According to Desimone and Stuke (2014), a key factor in realizing the Theory of Change is the teacher's fidelity of implementation (see also Snyder, Bolin, & Zumwalt, 1992), i.e. the extent to which a teacher follows the key principles of the reform. However, analysing the operationalization of the Comprehensive Approach through the lens of sensemaking to a certain extent diminishes the significance of the distinction between high-fidelity and low-fidelity teachers, because the discussion is not about right or wrong. Indeed, sensemaking focuses on action verbs such as create, imagine, and devise (Weick et al., 2005), and therefore allows a highly personal and selective process of assimilation and accommodation. We would like to argue that looking at the implementation of educational reform from the point of view of sensemaking and the Practicality Theory, is more open-minded, truer to reality, and more respectful of teachers. In light of these insights, how we analysed the data in this chapter only shows a limited side of the complex teaching reality. Future research could take these results as a starting point in analysing the breadth of the impact of new teaching models thereby keeping an open mind in teacher variation.

Regardless whether teachers assimilated or accommodated, making sense of the Comprehensive Approach led to a heightened sense of awareness and therefore a rethinking of the *why*, *how*, and *what* of the EFL literature curriculum. For most teachers, besides providing a relevant framework and adding to their pedagogical content knowledge, it especially provided a meta-language, such as terms, definitions, and frames of reference. This meta-language made what was perhaps already known become articulated more clearly and tightened up in terms of underlying mechanisms. These results are in line with Verloop's (1991) interpretation of educational research, which should provide empirically and theoretically based insights and coherent frames of references, which can be relevant for teachers to gain a better understanding of their teaching practice and their students learning and well-being. This tells us that, although the initial practices of the teachers (i.e. before the intervention) could be considered somewhat intuitive, this does not mean that these views of literature education are any less valuable. We would suggest that these initial views need to be acknowledged at the start of PCK research and should be part of the foundation of any professional development programme and educational reform.

Due to the design of our a multiple case-study through a quasi-experimental design and the fact that the intervention focused on "helping teachers becoming

adaptive planners capable of making good decisions over time” (Desimone & Stuke, 2014, p. 13) the key question in internal validity, i.e. whether observed changes can be attributed to the Comprehensive Approach, can only be answered with caution. However, we were not so much interested in causal relationships and effectiveness of the professional development programme. Instead, we were interested in the evaluation of the relevance and usefulness of the Comprehensive Approach in real-life teaching contexts where teachers have full ownership of their EFL literature curriculum. That such a methodological decision also adds to the sustainability of PCK research can be argued through an evolutionary perspective (consistent with Practicality Theory), because, “as with evolution of organisms, practical solutions proceed by slight variations rather than completely new sequences of actions, and these variants are selected because they are considered an improvement over the previous sequence of action” (Janssen et al., 2015, p. 6). Having said this, according to Desimone’s (2009) conceptual framework for studying the effects of professional development, professional development should eventually lead to increased student learning (i.e. the Theory of Instruction). Although we are of the opinion that our exploration of the Theory of Action (i.e. the relevance and usefulness of the Comprehensive Approach according to teachers) was essential in preceding any studies that focus on the improvement of student learning, we would also like to argue that, however complicated, such studies are necessary in PCK research.

To conclude, we would like to finish with several limitations and suggestions for future research. Firstly, sustainable curriculum development should include several curriculum levels such as described by Goodlad (1979) and van den Akker (2006), especially from the perspective of curricular alignment (Biggs & Tang, 2007). Due to the scope of our research, we only focused on the lessons, which resulted in a limited view of the relevance and usefulness of the Comprehensive Approach. Secondly, sustainable curriculum reform is ideally truly longitudinal in order to find out whether outcomes persist over time (Desimone & Stuke, 2014). In our study, we were able to analyse the changes the eight teachers perceived regarding EFL literature teaching after one year of working with the Comprehensive Approach, but not whether these changes persisted or faded away and the reasons why. Finally, instrumentality and cost are influenced by “important and underappreciated” conditions that are outside a teacher’s control, such as class size, planning time, school infrastructure, and “reform clutter” (Kennedy, 2010, p. 593). In measuring any effect in PCK research, these key mediating and

moderating influences, or so-called *noise* (Kennedy, 2016), need to be considered. In our case, this could lead to questions such as; Did the fact that Ysabel had 14 students in her class in year 2 and Caitlin 28 have an impact to the level of change in their curricula (see Table 6.1)? Did the difference between the average of 6% EFL literature lessons per year for Liz compared to the 42% of Fred have an impact on the level of change (see Table 6.1)? Did the difference in text choice (see Table 6.2) have an impact on how teachers approached EFL literature? In order to further develop PCK research in the field of EFL literature education, these questions and many more need to be carefully considered as well as included in future research, thereby addressing the following dichotomy: effectiveness studies in PCK research ask for a quantitative approach but in order to conduct this type of research thoroughly, sensemaking as well as the educational noise needs to be considered, therefore asking for a qualitative approach.

