

# Literary Scholar, Teacher Educator? English Staff Profiles and Attitudes to Teacher Education

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## *Abstract*

Over the past decade, what it means to be an academic teacher of English-language literature in Swedish institutions of higher education has changed. As a result of recent political reforms, many literature staff have come to assume the role as teacher educators. To better understand the implications of this development, the article maps the academic qualifications and research interests of English staff who teach on teacher education (TEd) literature courses nationally and their attitudes to TEd teaching. The article is based on data gathered via a semi-closed questionnaire and analysed using content and discourse analysis. It shows that a majority of the study participants are PhD holders in English with a specialisation in literature. Although few staff are qualified teachers and/or are engaged in literature teaching and learning scholarship, several have school teaching experience. Respondent attitudes to the teacher educator role vary, as do the conditions for TEd teaching at different institutions. The findings suggest that respondent expertise and self-identification and their previous TEd teaching experiences are consequential for their attitudes, as is the matter of whether the role requires that they address areas, such as school-oriented teaching and learning theories and practices, in which they lack competence. These findings, the article suggests, have bearing on future strategic discussions in English studies.

Keywords: literary studies, teacher education, English, teacher educator, policy

## *1. Introduction*

Teacher education (TEd) is a key official duty for most Swedish institutions of higher education. Whilst this official duty is not new, recent policy has altered the shape of TEd, and, at least at some institutions, its size. The changes have affected English studies, since these normally offer subject courses in TEd. To begin with the latter, over the last few years, and partly as the result of significant prognosticated shortages of qualified

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teachers at all school levels (e.g. SNAE 2014; SNAE 2019), the Swedish government has required that higher education institutions adapt their student teacher volumes to ‘student demand and to the national and regional needs of the labour market’ (Ministry of Education 2011–2020, our translation).<sup>1</sup> Simultaneously, the government has increased the number of entrants to teacher qualification programmes (SHEA 2018: 26). This has meant that English studies at many institutions have seen increased numbers of student teachers.

A parallel development has concerned the shape of TEd, as TEd reforms over the past decades have led to a so-called ‘didactisation’ (didaktisering) of teacher qualification programmes. In particular, the 2009 government proposition for a reformed teacher education put forth that ‘subject-specific studies should have a clear subject teaching and learning [ämnesdidaktisk] character so as to prepare students in the best way for their coming profession as teachers’ (*Bäst i klassen* Prop. 2009/10:89, p.25, our translation). As a result of the relative autonomy that Swedish higher education institutions have to decide the organisation of TEd, English TEd curricula vary nationally when it comes to whether subject teaching and learning (TL) is addressed in discrete modules, or if such elements have been incorporated in modules on subject-specific content.<sup>2</sup> Reviews of English TEd syllabi and of English syllabi in primary TEd offered in the academic year autumn 2017–spring 2018, show that in a considerable number of literature modules nationally, learning outcomes concerned the uses of literature in the school classroom (Dodou 2020a; Dodou 2021). Some of those modules, especially at regional university colleges and newer universities, additionally foregrounded knowledge about TL theories and instructional methods (Dodou 2020a). This means that the teaching duties for at least some English staff require that they have competences beyond disciplinary expertise, in areas relevant for TEd.

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<sup>1</sup> This requirement has been articulated in the government’s spending authorisation (*Regleringsbrev*) to higher education institutions between 2011 and 2021 (Ministry of Education 2019, <https://www.esv.se/statsliggaren/regleringsbrev/?rbid=21866>).

<sup>2</sup> The government proposition *Bäst i klassen—en ny lärarutbildning* (prop. 2009/10:89) stipulated that higher education institutions are free to organise TEd in different ways so long as the TEd programmes nationally are equivalent (*likvärdig*).

In relation to staff competences, it is worth observing the emphasis placed in recent audits on the links between research and teaching (*forskningsanknytning*), as these have been described partly in terms of ensuring that PhD holders teach, supervise, and examine student teachers. In its TEd evaluation of 2005, which prompted the 2011 TEd reform, the Swedish National Agency for Higher Education required that higher education institutions ‘intensify the recruitment of teachers who are PhD-holders and better utilise the existing competence within the institution’ (2005: 13, our translation). Similar requirements have been placed in subsequent national TEd evaluations which have criticised the perceived lack of scholarly subject and subject TL competence at several institutions (SNAHE 2008; SHEA 2019b; SHEA 2020). Even as they have not specifically targeted English studies in TEd, the evaluations testify to a larger trend in Swedish policy toward the simultaneous academisation and professionalisation of TEd.<sup>3</sup> The Swedish focus on teacher standards and on strengthening the research-base of TEd, it is worth noting, is in keeping with the European Commission’s agenda for improving the quality of TEd for EU countries (Snoek, Swennen & van der Klink 2011).

The changes outlined above have impacted on the nature of TEd teaching duties and on the professional qualifications and roles required of English staff who teach literature. To gauge the impact of these changes on staff, we address the role as teacher educators that many assume nationally. Teacher educator here is understood in the European Commission’s (2013: 8) terms as ‘all those who actively facilitate the (formal) learning of student teachers and teachers’. We are particularly interested in TEd programmes that are based on a concurrent curricular model, where the subject part and the professional part of the teacher curriculum are programmed parallel to each other.

Specifically, we address two matters. First, we seek to describe the academic qualifications, research interests and school teaching experience of English staff involved in teaching literature within TEd nationally, alongside their sample teaching duties. Second, we wish to identify staff attitudes to teaching literature in these TEd programmes. With attitudes we mean emotions, assessments and values expressed, particularly in relation to teaching preferences and the above-described competence areas (Martin

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<sup>3</sup> For a discussion of policy aiming at strengthening the research-base of Swedish TEd and its implications see, for instance, Erixon Arreman (2005).

& White 2005: 35). The article accounts for findings from a questionnaire sent to all English staff who taught literature and/or literature TL in TEd courses in the academic year 2017–2018. The questionnaire was devised so as to complement two curricular reviews of TEd programmes for the same year, which showed that a large portion of the literature modules nationally included learning outcomes on school-oriented subject TL (Dodou 2020a; Dodou 2021). The relation of the questionnaire to these syllabus reviews enabled potential links between staff responses and the shape of the literature courses on offer. Via the questionnaire we sought to test our assumption that the majority of the staff who teach literature in TEd are literary scholars, that is, they are PhD holders in literature and active researchers in the area of literary studies, and that most lack formal qualifications in subject TL. The assumption mainly relies on experiences from our own institution and on discussions with colleagues at other institutions at several consecutive Swedish National Forum for English Studies workshops. Moreover, we assumed, not everyone who is tasked with teaching aspects of subject TL does so by choice and this generates mixed attitudes about the teacher educator role, especially among literary scholars.

To the best of our knowledge, this study of English staff in Sweden is the first of its kind. This accords with Johnston and Purcell's (2020: 1) more general study of post-primary education in Ireland, as 'possibly the first investigation of the subject discipline teacher educator'. Teacher educators' backgrounds and attitudes have been examined within (mainly international) TEd research. This includes studies on teacher educators' identities, skills, roles and professional development (e.g. Murray & Male 2005; Griffiths, Thompson & Hryniewicz 2013; Goodwin & Kosnik 2013; Lunenberg, Dengerink & Korthagen, 2014; Loughran 2014; White 2019), and studies on the impact of politics and reform agendas on various aspects of teacher educators' work, including their attitudes to educational changes (e.g. O'Brien & Furlong 2015; Kosnik, Menna & Dharamshi 2020). These studies often examine, besides university-based, also school-based and community-based teacher educators. As noted above, however, unlike the present study, normally such TEd research is not explicitly concerned with staff who mainly teach subject knowledge.

By providing a description of the teaching duties, academic profiles and attitudes of English staff, the article presents a basis for understanding the state—and the status—of teaching literature within the various TEd

programme specialisations (detailed below). It does so as a way to stimulate dialogue around the impact of higher education policies on the everyday life of English staff—with special focus on the professional roles and identities of literary scholars. Likewise, it seeks to draw attention to implications for TEd of policy developments, of staff qualifications and research interests and of staff attitudes to their teaching duties. In so doing, the article is valuable for the academic English subject community, not least for those involved in planning the strategic development of academic curricula, of staffing, and of the activities for English studies, more generally. By virtue of documenting policy implications on teacher educators' work assignments and attitudes, the article is also relevant for TEd research and for policy makers and staff with a vested interest in the improvement of TEd.

## *2. English courses in TEd*

Due to the status of English as an obligatory school subject, academic English courses are included in both primary and subject TEd, as stipulated by the Swedish Higher Education Ordinance (Högskoleförordningen 1993:100). In primary TEd, English is one of the obligatory programme subjects in what are essentially generalist programmes. The two specialisations normally included English subject studies of 15 and 30 ECTS credits, respectively, for years 1–3 and 4–6 of the compulsory school (Dodou 2021). Primary TEd that qualified teachers for the early years also included preschool class (förskoleklass), in so-called F–3 courses. In subject TEd, English is one of the subject specialisations that student teachers can choose when they wish to become either secondary school teachers (years 7–9) or upper secondary school teachers. Depending on the programme specialisation, English TEd normally included 45–120 credits of English studies in the academic year in question, 2017–2018 (Dodou 2020a).

In that year, TEd courses in English were offered at 21 universities and university colleges nationally (Dodou 2020a; Dodou 2021). English TEd was offered at all of them, in one or both specialisations; 18 of the institutions also offered primary TEd courses in English, in one or both specialisations. For an overview of TEd programmes on offer at each institution, see Appendix 1. With one exception, all listed institutions also offered general English courses, usually in undergraduate and MA curricula. The overview is suggestive of the curricular significance of TEd

for English studies, as several institutions offered courses in primary as well as English TEd programmes and in all specialisations: at Dalarna, Halmstad, Karlstad, Linköping, Mälardalen, Stockholm, West, and Uppsala.<sup>4</sup> It further indicates that at many institutions, especially in those with few English staff, teaching duties would likely include a variety of courses focusing on or including the study of literature, in TEd specialisations as well as in general English courses.

### *3. The Study*

#### *3.1 Data collection and research questions*

To find out about the academic profiles and attitudes of staff who taught literature on TEd courses nationally, we chose the survey as a research method and used a questionnaire as a data collection instrument. We assumed that the instrument is apt for gathering data at a particular point in time with the intention of describing existing conditions (Cohen, Manion & Morrison 2011: 256). Whilst a questionnaire does not lend itself to identifying local factors and variables or to encouraging long and sophisticated responses (Dörnyei 2002: 6–10; Cohen et al. 2011: 257), it can provide a bird's eye view of the examined competence areas nationally and an indication of existing attitudes about aspects of teaching literature in TEd. As such, it can help describe general features and provide a basis for further research geared to more in-depth data collection.

The questionnaire included 13 semi-closed questions. These usually required responses in multiple choice formats in single and multiple answer mode, but also included rating scale and rank ordering responses. The factual and attitudinal questions and an additional open-ended item normally offered the respondents the possibility of free writing. The questionnaire items sought to generate responses that could help answer the following questions, which shed light on staff profiles and their attitudes to teaching literature in TEd:

- What are the academic qualifications, research areas and school teaching experience of English staff who teach literature to

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<sup>4</sup> At Malmö, TEd courses were offered by the Faculty of Education and Society, whereas general English courses were offered by the Faculty of Culture and Society.

student teachers—and what kinds of courses do their teaching duties include?

- What teaching preferences do these staff have and how do they motivate their preferences?
- How do English staff value their competences as teacher educators?
- How do they assess the potential of the TEd courses on which they teach to prepare students for English-language literature teaching and what sense of agency do English staff have when it comes to determining the orientation and shape of TEd literature courses?

In asking questions about these matters, we assume that attitudes are influenced by various factors ranging from local institutional conditions to personal preferences and that they may be related to different aspects of TEd and of the teacher educator role (Haddock & Maio 2004). Free-text responses, in particular, are taken to shed light on attitudes, as they indicate respondent thoughts and feelings about the attitude objects. The data was collected in May 2018. The questionnaire was distributed online and the respondents were asked to fill in their responses themselves. The study has followed the research ethical recommendations of the Swedish Research Council (2017).

### *3.2 Participants*

The questionnaire was sent via personal e-mail to all academic English staff involved in teaching literature and/or literature TL in the TEd programmes listed above and during the academic year 2017–2018, either in both academic terms or in one of them. The list of staff and recipient e-mail addresses was based on information received from directors of studies at each institution. In total, the questionnaire had 104 recipients across all 21 institutions, excluding the authors of this article. It should be observed that the questionnaire was only sent to staff employed in English studies and so does not include staff from other subjects who may have taught English-language literature and/or TL in TEd courses.

In total, the questionnaire received 42 responses, which corresponds to a 41% response rate.<sup>5</sup> One reminder e-mail was sent. Out of the 104 questionnaire recipients three contacted us via e-mail to say that they had not, in fact, taught literature or student teachers during the period in question, which suggests a margin of error in the information received from the directors of study. Out of the 42 completed questionnaires three were excised in the data reduction process (Cohen et al. 2011: 407), as the answers indicated that the respondents had not been involved in teaching literature and/or literature TL for student teachers during the period in question. This means that the findings are based on 39 completed questionnaires. The questionnaire was anonymous, but the respondents had the option of providing their contact details and information about their institutional affiliation. Responses to those items indicated that, taken together, questionnaire respondents were employed at 14 out of the 21 institutions (at least) and covered considerable geographical spread. The institutions included those in which English curricula offered a large number of general English courses as well as institutions in which English curricula were mainly oriented toward TEd.

### *3.3 Data analysis*

The questionnaires involved different types of data collection, some quantitative, notably data on academic qualifications, some qualitative, particularly in relation to attitudinal questions. The analysis of quantitative data was mainly descriptive, but we also regarded potential correlations between factual and attitudinal responses. For open-ended responses and short answers in comments sections our analytical approach has been informed by content and discourse analysis. Our sampling units, to use the vocabulary of content analysis, has been a mixture of syntactical (words, sentences), categorical (members of a category have something in common), propositional (delineating particular constructions or propositions), and thematic units (putting texts into themes and combinations of categories) (Cohen et al. 2011: 565). Responses have been examined at the semantic and latent levels, that is, we have both sought to examine explicit or surface meanings and to identify underlying ideas,

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<sup>5</sup> As a point of comparison, Johnson and Purcell's study of subject discipline teacher educators (SDTEs), had a return to their online survey of '38.9% of the estimated active population of SDTEs ... in 2016–17' (2020: 4).

assumptions and conceptualisations (Braun & Clarke 2006, qtd in Maguire & Delahunt 2017: 3353).

In this article, we interpret linguistically mediated expressions of emotions and dispositions. Appraisal theory, which offers a framework for approaching the evaluative use of language (Martin & White 2005), has informed our analysis of attitudinal responses. This branch of discourse analysis has helped us to be attentive to ways in which questionnaire responses may signal affect (experience of emotions), judgement (evaluations of behaviour based on normative principles) and appreciation (propositions about the value of things) (Martin & White 2005: 42–45). It has also helped us to make informed inferences about assumptions and ideas underlying specific choices of wording. We assume that respondents' linguistic choices are fundamentally deliberate, even if they do not express the totality of the respondents' emotions, beliefs and values about TED teaching. In this respect, it is important that the data gathering instrument enabled participants to consider and edit their responses. Further, because the responses were written by academic staff to be analysed by subject colleagues, we assume that the responses have involved both position-taking and self-censorship to various degrees. Lastly, as we are particularly interested in the professional roles assumed by literary scholars, we address that staff category in particular in the discussion, in light of TED research on teacher educators' professional identities and roles.

In the following, we begin by accounting for respondent competence areas and by commenting on their sample teaching duties in the academic year in question. Then we present the respondents' answers to attitudinal questions, with special focus on the analysis of the free-text comments.

#### *4. Respondent competence areas and teaching duties*

Data about respondents' backgrounds were collected via five factual questions normally in multiple choice and multiple answer format. These concerned academic degrees, school teaching experience, research in the areas of literary studies and literature TL, professional development for teacher educators as well as concurrent school teaching and academic teaching. The questions provide an indication of competence areas relevant in relation to goals attached to the study of literature in TED syllabi for the academic year in question. Additionally, the questionnaire included two items on teaching duties in that year. Whilst they change over time, teaching duties during a specific academic year can provide a situational

snapshot and give an indication of how well-matched competence areas and teaching duties were. Appendix 2 provides an overview of the respondents' individual qualifications, research areas and teaching duties.

#### *4.1 Academic profiles*

Figures 1 and 2 present an overview of the respondents' formal academic qualifications. At the level of doctoral degree, a majority of the respondents (31/39) had a PhD in English with a specialisation in literature; two respondents were PhD holders in subject TL and six respondents indicated that they had another degree. These results already suggest that the research background represented in TEd literature courses was in literary studies.

The majority of literary scholars specified no qualifications that relate formal competence in school education. Seven of the PhD-holders in English-language literature were also qualified teachers; two of these were qualified secondary school and six upper secondary school teachers in the English subject. Additionally, two literary scholars indicated that they had received professional development for teacher educators in the last five years. Two respondents held a degree in primary school education for grades 4–6, one of whom also had a PhD in subject TL. A noticeable proportion of the respondents (11/39), then, had at least part of their academic background in school education. Of these, it seems plausible that some chose to pursue doctoral studies following an initial career in school teaching.

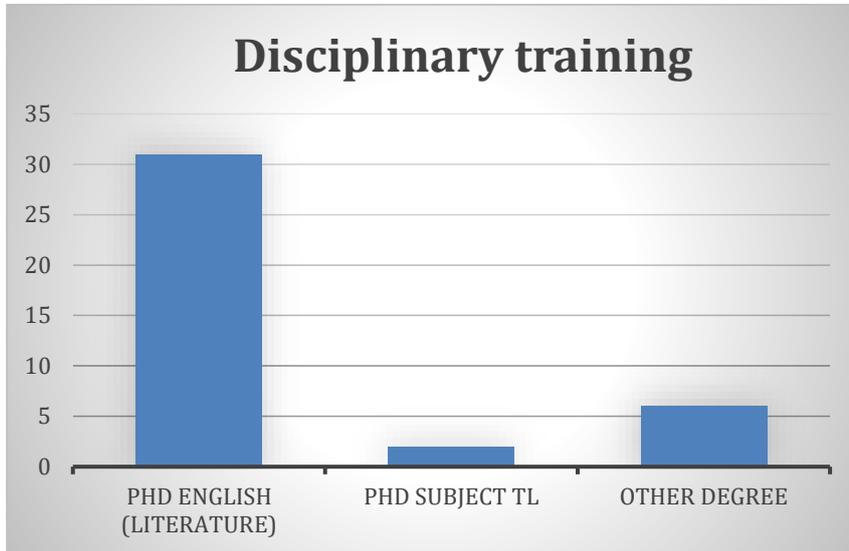


Figure 1. Overview of respondents' disciplinary research training

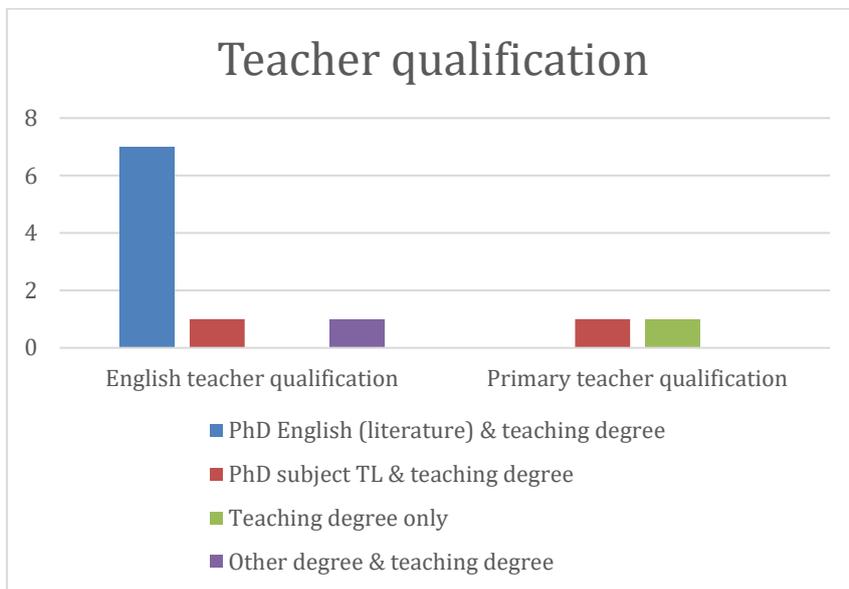


Figure 2. Overview of respondents' teacher qualifications in relation to other degrees

#### *4.2 Research areas*

The majority of the respondents (32/39) indicated that they were active researchers in an area of literary studies.<sup>6</sup> A number (11/39) indicated that they were active researchers in literature TL, most of whom (10/11) were also active researchers in literary studies. Six respondents indicated that they were not active researchers in these areas: one was a PhD-holder in language TL and the others were non-PhD holders. Two respondents engaged in literature TL research had a school teaching degree besides a PhD in English-language literature and almost all (9/11) had school teaching experience in Sweden or abroad. Of the 11 respondents active in literature TL research, three indicated in the multiple choice item that they had a focus on upper secondary education and seven that they focused on higher education. Three of the seven also chose other options of specialisation in their research, in one or more of the school levels. While higher-education-focused research represented a small majority of literature TL researchers, the character and scope of this research remains unclear in these results.

Seven of the 10 respondents who wrote a comment to this question stated that they kept abreast of literature TL research. This indicates a will to some form of professional development in this area. At the same time, about half of the responses indicated that this work was done over and above other tasks. Besides the recurring modifier 'I try to be updated' (R29, our emphasis), one respondent commented that: 'I have done some research in this area in the past, but nowadays I concentrate what little time I have on literature research. Since I teach litteraturdidaktik i [sic!] do however try to read a lot and go to conferences whenever possible' (R13). These comments suggest that literature TL was regarded as a separate and additional task to the main task of literary scholarship.

#### *4.3 School teaching experience*

A significant number of respondents (26/39) had previous school-teaching experience of English, of whom 18 had taught English in Swedish schools. Some 13 respondents who chose a PhD in English-language literature as their only academic qualification had a range of school teaching experience. This raises the question as to whether the respondents had, but

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<sup>6</sup> There were 31 PhD holders in English-language literature and 32 active researchers in literary studies: one respondent chose 'Other degree'.

chose not to include, a relevant school teaching qualification, or whether they were not formally qualified to teach school-level English. In response to the question of whether they were active as school teachers of English at the time of the questionnaire, one respondent, who was a qualified upper secondary school teacher, commented that s/he was ‘Primarily employed at upper secondary level, worked 1 academic term 50% at the University’ (R17).

#### 4.4 Teaching duties

Figure 3 illustrates the teaching distribution across TEd and general literature courses in the period in question.

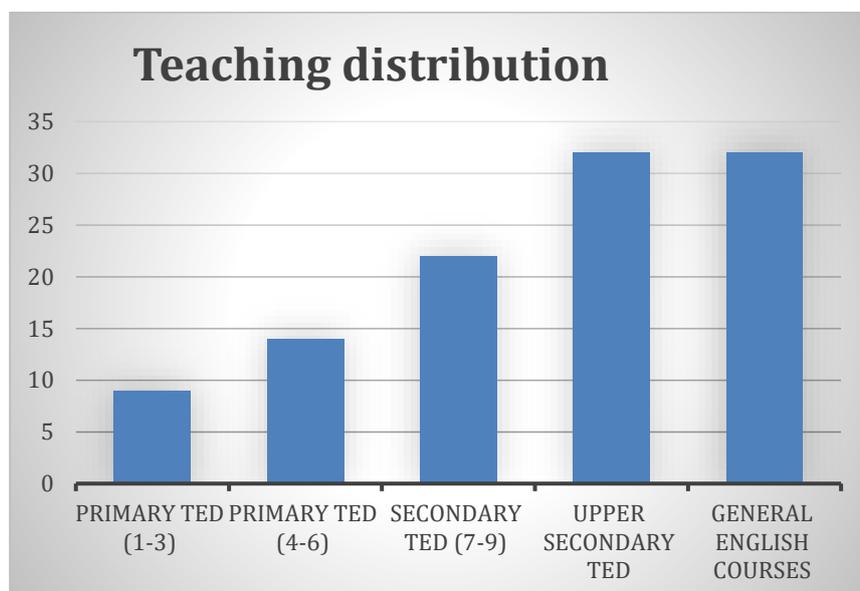


Figure 3. Overview of teaching duties for the academic year 2017–2018

Most respondents (29/39) approximated that the bulk of their TEd literature teaching was in English TEd. The majority of the respondents (29/39), moreover, taught literature in upper secondary TEd courses as well as in general English courses. Seven respondents only taught on TEd courses, of whom two taught solely in primary TEd. Four respondents taught in literature across all four TEd programmes and in general English

courses, and another eight taught a combination of primary and English TEd programmes (but not all specialisations), as well as in general English courses. As this suggests, for the academic year in question teaching duties for several English staff were noticeably blended, and when compared to most respondents' academic backgrounds and research profiles in literary studies, conspicuously contrastive.

#### *4.4.1 Conditions for teaching*

In follow-up comments fields the respondents were invited to clarify whether there was any co-teaching between TEd students and general English students. Some 10 respondents indicated that literature teaching was noticeably made up of a mixed cohort of both TEd and general students. The tendency was, to quote one respondent, that: 'Upper secondary school candidates mix with other students. F-3 and 4-6 not at all (within the subject)' (R21). One respondent stated that 'We only had three students at English 31-60 (fristående kurs), so they studied together with the teacher programme 31-60 for 75% of the course' (R5); another clarified that 'I taught literature classes developed for teacher education' (R18). These comments indicate that the conditions for TEd literature teaching varied across institutions, as did TEd and general student ratio. A further three respondents commented explicitly on literature TL, with two stating that they did not teach literature TL. One respondent highlighted a degree of separate teaching: 'At the university I work, the courses have been co-taught during my time (since 2011), but some semesters I have divided the groups up for one seminar per semester, in order to focus on litteraturdidaktik with the teacher trainees' (R27). Respondent 30, on the other hand, who stated that 'Primarily, my focus is text analysis, not necessarily didactics (even if it may be discussed)', commented later in the questionnaire that 'My focus is not literary didactics. A colleague of mine is an expert, though'. The comments suggest that, while teaching for some staff included literature TL, in at least one university subject and subject TL content on courses were divided between different teaching staff.

#### *5. Respondent attitudes*

Attitudes to the teacher educator role were mainly explored in terms of teaching preferences and respondents' self-valuations of their teacher educator competences. The questionnaire also included questions on

respondents' assessment of the TEd courses they were involved in and on their agency as teachers on TEd courses. Respondents include both those whose teaching duties matched their teaching preferences and competence areas and those for whom these diverged.

### *5.1 Teaching preferences*

Figures 4 and 5 summarise the responses to two questions. First, the questionnaire asked, in multiple answer mode, what types of courses respondents would teach if they could choose, irrespective of the education on offer at their university of employment and of the needs at that university. Subsequently, respondents were asked to rank and motivate their top two preferences (optional). All preferences refer to teaching literature and/or literature TL at university.

Responses to the first question suggest that whilst a small number of respondents (3/39) did not appear to be teacher educators by choice, an overwhelming majority (34/39) were happy to teach on TEd courses, particularly in the specialisation for upper secondary TEd (33/39). Notably, six respondents indicated that they would rather teach literature only in TEd. Just over half of the respondents (21/39) chose a combination of English TEd and general English courses. Both respondents who indicated that they would rather not teach literature courses at all had a degree in an area other than English-language literature and were not active researchers in literary studies or in literature TL.

Fourteen out of 39 respondents ranked their teaching preferences in the free-text comments and four chose only one alternative as their teaching preference. Six respondents stated that they could not rank between TEd and general English courses. As Figure 5 indicates, a slight majority of the 18 respondents who effectively ranked different courses preferred to teach general English courses over TEd courses. Further, upper secondary TEd was the TEd specialisation most often preferred. Least popular among respondent preferences were primary TEd courses, especially those specialising in years F–3.

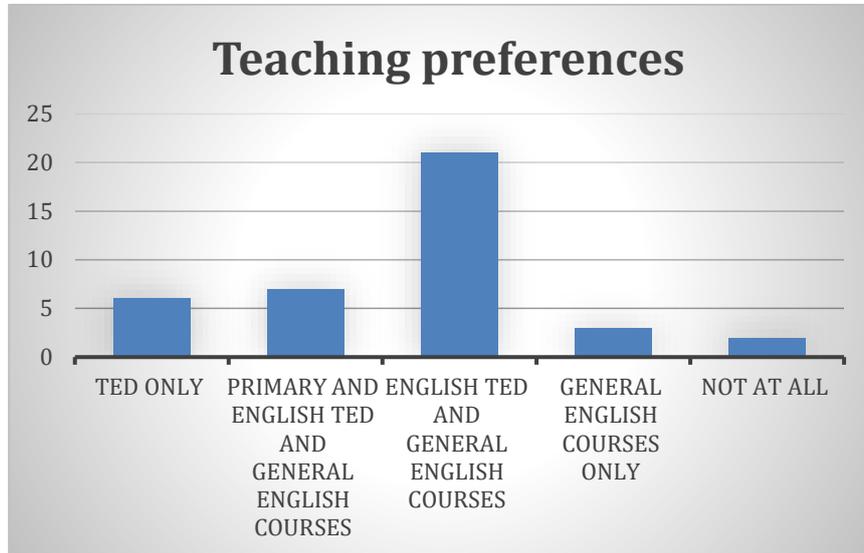


Figure 4. Overview of teaching preferences per type of course and number of respondents

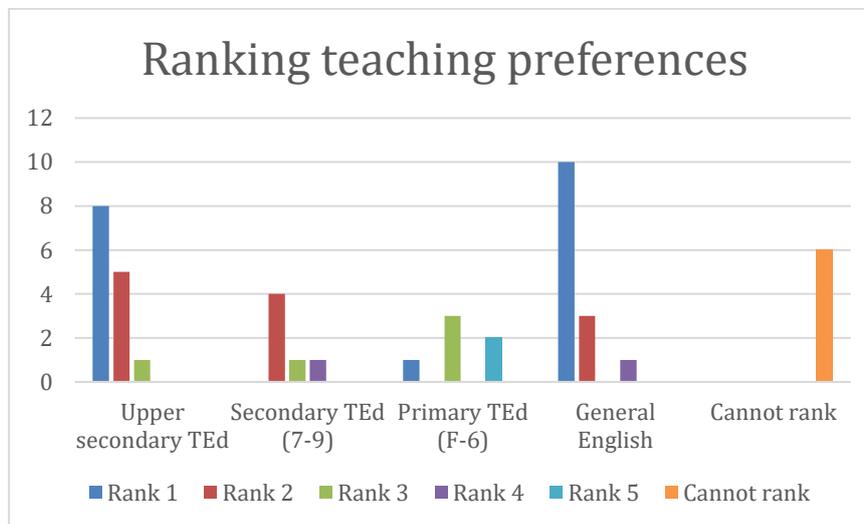


Figure 5. Ranking of teaching preferences per type of course and number of respondents

## *5.2 Justifications for teaching preferences*

### *5.2.1 Teacher educators' competence areas and professional identification*

One recurring justification for teaching preferences concerns staff competences. Five out of the 11 respondents who motivated their choices explicitly referred to their competence areas as a reason for their ranking. These respondents ranked either English TEd courses (especially upper secondary TEd) or general courses highly. For instance, one respondent, who held a PhD in English-language literature and an upper secondary school teacher degree, stated that s/he ranked upper secondary TEd as a first choice 'since I have a degree and experience from that profession myself', followed by secondary TEd 'since it is close to nr. 1' (R5). By the same token, a PhD-holder in English-language literature stated as a justification for ranking general English courses as the first choice that: 'It is what I was trained to do' (R38). In both cases expertise, be it in the form of a teacher degree, school teaching experience or research training, were major factors for respondent dispositions.

Notably, formal qualifications were not always a reliable predictor for teaching preferences. At issue also seemed to be a sense of professional identity and prioritised areas of academic interest. For, even when respondents had what seemed to be appropriate qualifications for the role as teacher educator, they sometimes expressed unease about the role. For instance, consider the following comment on teaching preferences made by a PhD holder in English-language literature whose qualifications included a secondary school teacher degree and some five years of school teaching experience of English: 'I'm primarily a literature scholar. The teacher candidates require something else too, which is hard to deliver. But I think I have managed over the years to have a "slant" towards what they need' (R21). Here self-identification as a literary scholar would seem to trump the respondent's other competence areas. The respondent, rather, expressed discomfort with the teacher educator role, in terms of a nebulous 'something else' that student teachers require and that is difficult for the expert in literary studies to provide.

### *5.2.2 Previous teaching experiences and student behaviours*

A second recurring justification for teaching preferences found in five out of the 11 motivated responses hinges on valuations about the abilities, priorities and behaviours of student cohorts. These responses comprised mainly negative judgements about student teachers and they occurred in

justifications offered for ranking general English courses as the first choice. These responses were exclusively offered by PhD holders in English-language literature with little or no background in school teaching and TL research and did not coincide with the responses above. For instance, one respondent stated that s/he preferred to teach general English students (first) and upper secondary students (second) ‘because in my experience, those students are the ones most interested in literature. But I’ve greatly enjoyed teaching 4–6 teachers, too’ (R33). Another respondent justified her/his preference for teaching general English students thus:

because they are (more often) interested in literature to begin with, and their English is usually better than the teacher students. 2 Upper secondary/secondary (who co-read) because these students are more interested in the subject than the F–3 and 4–6 students. Although I enjoy the children’s literature and the focus on activities to go with literature in F–3 and 4–6, the students are less ambitious and less interested, which makes my job less enjoyable. (R13)

Here ranking is justified in terms of job satisfaction and the impact on that of student abilities and motivation.

In these and other examples, responses included expressions of emotions and of appreciation, that is propositions about value (Martin & White 2005), specifically related to the nature and conditions of the respondents’ work. In the above-mentioned examples and in comments to other questions, respondents expressed irritation or disappointment, for instance as they identified a perceived discrepancy between their own values and expectations and those of student teachers. As the examples indicate, further, primary TEd students, in particular, were singled out as less motivated and less interested in the subject and this served to justify a disinclination among PhD-holders in English-language literature to teach those students.

### *5.2.3 Intellectual gratification*

Beyond expressing negative emotions and judgements, which seemed mainly attached to unwanted behaviours on the part of student teachers, responses suggested that the role as teacher educator involves both enjoyment and gratification. For instance, respondents who wrote that they could not rank their teaching preferences, suggested that different types of TEd and general English courses, are all ‘interesting and rewarding’ (R9) or ‘are equally engaging and inspirational’ (R7). In responses that ranked

teaching preferences, positive emotions were recurrently attached to the intellectual labour of teaching and to the questions addressed in literature courses. Respondent 5, for instance, who placed 4–6 TEd courses as a third choice, after upper secondary and secondary TEd courses, wrote: ‘3) 4–6 since I love working [sic!] the teaching and learning of literature and children's learning/literature’. This respondent emphasises as sources of professional gratification the intellectual questions addressed as well as the mutual student-teacher engagement with the areas explored.

### *5.3 Self-valuation of TEd competences*

Respondents were further asked whether they felt that they had adequate competences specifically to educate student teachers to teach literature in the English school subject. The question was thus formulated to capture both subject and subject TL aspects of the professional training of student teachers, as required by policy. It asked that respondents choose an option in a rating scale from ‘Not adequate at all’ (1) to ‘Yes, entirely adequate’ (5). The results were markedly positive, with 31 respondents indicating that they had ‘adequate’ or ‘entirely adequate’ competences to educate student teachers in this regard. Six felt that their competence was ‘neither adequate’ nor inadequate’. One marked her/his competence as inadequate and one further respondent marked her/his response as ‘not adequate at all’. Out of the 31 respondents who felt that their competences were ‘adequate’ or ‘entirely adequate’, 26 were PhD holders in English-language literature. Of those 26, seven also held a school teaching degree and another 17 had school teaching experience (but indicated no formal teaching qualification). Of those 17, 11 had experience teaching English in Swedish schools and five had an active research interest in literature TL. This leaves eight literary scholars without such qualifications who felt they had adequate competences as teacher educators.

A follow-up question with a free-text answer option asked the respondents to comment on competences that they potentially lacked. Ten respondents identified specific areas in short comments. Half of those ranked general English courses as their first—and in one case as the only—teaching preference.

### *5.3.1 Lack of subject TL competence*

Unsurprisingly, given the TL slant of the question and the predominance of respondents who are literary scholars, the recurring comment (7/10 responses) concerned what might be called subject TL competence. Examples include the following: ‘I am not Swedish and have not taught in/attended the Swedish school system. I think this is a drawback, as I have slightly different expectations and experiences’ (R6), ‘Not a school teacher myself’ (R19), and ‘know almost [sic!] nothing about pedagogy/didactic theory’ (R26). Competence here is related by some to school teaching experience; others see a lack of training in subject TL as a notable gap in their competences. Notably, such comments were also offered by staff with key qualifications for TEd teaching. For instance, a PhD-holder in English with an upper secondary school teacher degree and experience as a school teacher of English in Sweden and abroad, who rated her/his competence as ‘adequate’, wrote that: ‘My knowledge of literary didactics could be broader’ (R16). Similarly, a PhD holder in English-language literature, with over five years’ experience of teaching English in Swedish schools and with an active research interest in literature TL, rated her/his competence as ‘neither adequate nor inadequate’ and stated that ‘I lack recent practical experience of teaching in schools’ (R38).

### *5.3.2 Professional development*

A couple of responses explicitly addressed the matter of professional development, in response to the ‘Other comments’ item. One respondent, who rated her/his competences as ‘entirely adequate’, wrote that ‘I wish I had more knowledge about teaching F–3-level, or that I had a colleague with that experience’ (R5). Another, who rated her/his competences as ‘adequate’, wrote that:

I would welcome more opportunities to learn from and discuss with colleagues. There is a huge difference between F.3 and 4.6 and subject teacher literature (or ought to be), so we who teach all stages really need a wide variety of competences. I try to keep on top of things by reading, but I have very few colleagues to discuss these things with. (R13)

These responses, which recognise that different TEd specialisations require different competences of the teacher educator, express a felt need for support structures regarding subject TL, and especially for primary TEd teaching.

#### *5.4 Attitudes to TEd courses*

Two additional attitudinal questions concerned respondents' valuation of TEd courses and their perceived agency in relation to TEd. Respondents were asked to indicate, in a rating scale (1–5), whether the courses at the university where they mainly worked equipped student teachers with what they need in order to teach pupils about literature in the English school subject. Moreover, they were asked to rate (1–5) the opportunities they had to affect the content and organisation of the literature and/or subject TL classes based on what they regard as important for TEd. Respondents had the opportunity to comment on their rating in both items.

Overall, responses indicated a strong sense that the TEd courses on offer were appropriate. A majority of the respondents (25/39) 'agreed' or 'completely agreed' that the courses on offer prepared student teachers for teaching literature in the English school classroom. Another 14 respondents 'neither agreed nor disagreed'; none 'disagreed'. As regards respondents' opportunities to affect the courses taught, 27 respondents indicated that they could affect courses or affect them a great deal, which suggests that a clear majority felt a sense of autonomy regarding the content and scope of their teaching. Nine respondents indicated that they could affect some of the content and organisation of literature and/or subject TL classes, while three showed that they had limited opportunity to affect classes. Some seven respondents who 'neither agreed nor disagreed' about whether courses equip students with the necessary knowledge also indicated that they 'could not affect' or could neither 'affect' nor 'not affect' the content and organisation of courses.

##### *5.4.1 Institutional conditions*

In free-text comments, four respondents highlighted institutional conditions that in various ways impacted the content of courses and the possibilities to give the students as good an education as possible. These included financial restrictions that affected the number of courses on offer or internal staff problems that negatively affected 'the connection between literature and the rest of the course' (R8). Two of the four responses offered propositions of value, to speak with Martin and White (2005), about the characteristics of TEd programmes, by respondents who neither 'agreed' nor 'disagreed' that TEd courses equip student teachers to teach literature in the English school classroom. One commented that 'Especially the primary school programmes have very little focus on analysis in general,

which means that this may be the only time they encounter text analysis' (R30). The other suggested that her/his view 'is more symptomatic of Swedish academic programs, or [sic!] at least at my university, being a bit too short and not having a sufficient workload. I do my best, as do my colleagues, but it feels inadequate' (R35). For these respondents, the organisational conditions for TEd teaching clearly involved feelings of frustration.

As regards respondents' opportunities to affect the content and organisation of courses, most of the open-ended comments (7/8) point to limiting institutional conditions. A PhD in English-language literature who gave her/his agency a median rating score went into significant detail regarding local conditions at their university:

Partly, on a general level, this depends on stipulations from Lärarutbildningen [TEd], whose board (nämnd) must pass our syllabi to the teacher trainees. Over the years, their attitude to content has varied. When I started working where I am now based (2011), didaktik had to be a component of each module within a course. Now this is not the case. The other aspect that might restrict me is the fact that at my place courses are often co-taught, which means I can affect what I choose to do in my lectures and seminars, but less soon the course/ module as a whole, as this has to be negotiated with colleagues. (R27)

This respondent emphasises the influence of local policy via faculty boards and the role of co-teaching. Whilst responses predominantly express a lack of agency, one respondent pointed to semi-official ways of claiming it:

'I usually make off-the-record changes, including for a literature history course that comprised entirely modern literature and included a single minority author. The students agreed to this. I do try to help with literature selection, but poor planning and administration makes it very hard to do this efficiently' (R35).

Besides highlighting the limiting role of institutional bureaucracy, this response also hints at this literary scholar's professional judgements on appropriate criteria for text selections in TEd literature courses.

#### *5.4.2 The value of TEd literature courses*

A couple of respondents, who expressed views about the needs of student teachers, highlighted the value of literature in TEd. One did so by emphasising the need for subject knowledge and skills trained through literary analysis as opposed to teaching methodology:

In general, students expect literature courses to be something along the lines of ‘how to teach Harry Potter in Year 8’ instead of actual literature courses that develop their analytical skills. Students lack a sense of why literature is important and I think we could do a much better job explaining why they need to study literature that they will probably never teach (and why they need to know a lot more than what their pupils will be expected to learn). (R6)

Another stated that: ‘What I feel we could do more of, is explain to teacher trainees how we see what we teach at uni level as providing them with what they need. I feel this step /explanation /discussion is at times lacking’ (R27). These responses, which point to a perceived gap in the expectations and values of literary scholars cum teacher educators and student teachers, suggest a felt need to explain how the discipline of literary studies in higher education is relevant to the professional training of school teachers.

The value of literature was also addressed in other parts of the questionnaire. A literary scholar with an upper secondary teaching degree who gave a middle rating score to the question on whether the TEd courses that s/he teaches on prepare student teachers, wrote in the ‘Other comments’ item that:

I think it is important to teach how students can use literary texts to open up a range of topics, including literature, language, social concerns, politics, culture, media, popular culture, music, etc. To make students aware that texts are dynamic and alive, and not static or isolated entities only studied in school. (R29)

The respondent points to underlying perceptions of the value of literature in education. In a comparable comment, a literary scholar with a literature TL research focus and school teaching experience motivated her/his ranking of upper secondary TEd in the first instance, thus:

The reason for my ranking has to do with my belief that the study of literature is an opportunity for students to develop their critical thinking and to be better prepared to act as members of a democratic society. In my opinion, upper secondary school teachers play a crucial role here. (R15)

This justification, which harmonises with the Swedish curriculum documents for compulsory (SNAE 2013: 5) and upper secondary schools (SNAE 2018: 4) for its emphasis on democratic citizenship education, draws attention to the social relevance of TEd and of literary studies. It also

provides an ideological, rather than an experiential or competence-based, framework for motivating teaching preferences.

## *6. Discussion*

### *6.1 On staff profiles*

To return to our initial assumptions, the study largely confirms that the majority of those who taught literature on TEd courses were trained researchers in English-language literary studies with a principal research interest in this field. Staff searches on the relevant university webpages corroborate this finding, as they divulged that of the 104 questionnaire recipients, 64 held PhDs in English-language literature and another 10 were full professors of English with specialisation in literary studies. In almost all cases where information was available, the research interests foregrounded on staff webpages focused on literary studies. Of the remaining questionnaire recipients, three held PhDs in linguistics or language TL (*språkdidaktik*), one was a professor in English linguistics and another in subject TL, and a further 20 recipients were non-PhD holders in English. Of the latter, three were doctoral students in English-language literature and a couple were certified school teachers.<sup>7</sup> This description of the respondents as mainly literary scholars, however, tends to obscure a historical and cumulative view of their competence profiles, where teacher qualification degrees and/or experience of teaching the English school subject (in Sweden and abroad) often complement a PhD in English literature. Similarly, the strong indication that respondents lack research training and research interest in literature TL must be mitigated by evidence from the respondents' commentary on their research activities that highlight a more passive approach to the field of literature TL, such as keeping up-to-date on current research.

That a large portion of the questionnaire respondents reported school teaching qualifications and experience raises the question of whether the study includes a skewed sample of participants. For the staff presentations available on university webpages indicated that such competence areas were an exception among the 104 questionnaire recipients across the 21 institutions. Only seven questionnaire recipients' webpages, in fact, indicated school teaching qualifications and/or school teaching experience.

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<sup>7</sup> For the remaining five recipients, information about staff backgrounds could not be found via the university webpages.

Of those, three were literary scholars.<sup>8</sup> Potentially, those recipients with a teacher qualification and/or a background in school teaching were most inclined to respond to the questionnaire, alongside those with a vested interest in TEd as a result of their academic teaching duties. Given that not all who teach teachers ‘consider themselves to be teacher educators’ (White 2019: 201), it is probable that recipient self-perceptions affected the likelihood to respond to a questionnaire entitled ‘Teacher educators and the teaching of English literature’. Alternatively, the findings could suggest that a significant number of English-language literature staff had school teaching backgrounds and teacher qualifications, but they did not foreground those as merits on their university webpage, especially when they were also PhD-holders in English-language literature. The latter, in turn, could be indicative of literary scholars’ professional identification, and of their perceptions of what legitimises their status at their institution or in relation to the community of literary scholars nationally and internationally. Although it is not possible from the present study to determine whether either of the above was the case, the possibilities are important to bear in mind. For, professional identification likely affected respondent self-selection and by extension such attitudinal findings as teaching preferences.

In terms of academic training, further, at least two points should be mentioned. One concerns the question of representativity, especially with regard to primary TEd and its F–3 specialisation. This question is raised, partly, because a quarter of the respondents indicated that they taught in F–3 courses in the academic year in question, compared to just under half who stated that they taught on 4–6 courses and over three fourths who indicated that they taught literature in English TEd. Partly, it is raised as the F–3 syllabi from the same year tended, with few exceptions (and in contrast to syllabi from the remaining programme specialisations), to legitimise literature in terms of imparting to student teachers methodological toolkits for language teaching (Dodou 2021). Such learning outcomes, which place the study of literature squarely in the context of language TL, imply that staff with other competences than literary studies design, and teach, the courses. As regards academic

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<sup>8</sup> Another two recipients (among them one PhD-holder in English literary studies) stated on their webpages that they had a certificate in Teaching English as a Foreign Language or in Teaching English to Speakers of Other Languages. One more non-PhD holder had an MA in education.

profiles, then, it should be noted that other staff, besides literary scholars, also taught literature and/or literature TL, especially in the F–3 specialisations, as suggested already by some questionnaire responses.

The other matter concerns scholarly expertise, the lack of research training in literature TL and the more passive approach to this field that some respondents indicate. The relationship between professional identity (literary scholar) and professional development (literature TL research) captured in this study's questions on research profiles can namely be regarded as indicative of educational changes in the immediate environment of the respondents. In this respect, the responses are suggestive of the impact of the expansion and didactisation of TEd on individual staff activities. The likely upshot is that these changes were consequential for respondent attitudes.

### *6.2 On staff attitudes*

When it comes to staff attitudes, our initial assumption that these are mixed was largely correct. The questionnaire responses indicate that some respondents were negative to teaching literature in TEd courses, at times preferring only to teach general English courses, whereas others preferred to teach in TEd, sometimes exclusively. An overwhelming majority of the respondents, however, seemed to have developed a form of dispositional ambidexterity when it comes to their teaching inside and outside TEd. They were positively inclined to teaching a variety of courses, even when they recognised limitations in their own competences or shortcomings of TEd courses on which they were asked to teach, and thereby expressed mixed feelings or thoughts about TEd teaching. Since most respondents had teaching duties that spanned different types of teaching within and outside TEd, with just over a fourth of the respondents teaching across primary TEd, English TEd and general English courses, it would seem that considerable flexibility was sometimes required from staff when it came to teaching tasks.

A key finding from the study was the difference in respondent attitudes between English TEd and primary TEd, with decidedly more respondents expressing negative attitudes about primary TEd. It is hardly surprising that the majority showed a clear preference for English TEd courses, and particularly upper secondary TEd. Most respondents were PhD-holders in English-language literature and several of those were qualified (upper) secondary school teachers and/or had some experience of English school

teaching at this level. As the questionnaire responses indicate, moreover, general English and upper secondary teacher students tended to be co-taught on literature courses which, so respondents sometimes noted, included no TL elements. Further, a review of syllabi current at the time of the questionnaire shows that most literature courses in upper secondary TEd—and in secondary TEd—focused on knowledge from the area of literary studies and particularly on abilities of literary reading and interpretation (Dodou 2020a). This was consistent with the focus of literature courses in general English syllabi (Dodou 2020b). However, as the syllabi and questionnaire responses indicate, TEd teaching duties at different institutions placed different demands on the competences of teacher educators. Whilst some required knowledge of school-oriented subject and/or literature TL theory and practice, others did not involve additional competence areas besides expertise in literary studies.

The shape of literature modules in many English TEd courses could partly explain why just under a third of the PhD-holders in English-language literature, all of whom had no teacher qualification or school teaching experience and no active research in the area of literature TL (or subject TL), considered themselves to have the necessary competences to equip student teachers with what they needed in order to teach English-language literature in schools. Responses on teaching preferences and on respondent competences indicate that in the case of literary scholars the content and orientation of TEd courses affected attitudes to TEd teaching. Indeed, for this respondent category as a whole, a key factor seemed to be whether they were required to take on the role as teacher educators in the narrow sense of teaching about TL. Importantly, given the predominantly negative attitudes to primary TEd among literary scholars, English primary TEd syllabi nationally required that the study of literature address primary school teaching practices (Dodou 2021).

As several respondents noted, the needs of primary student teachers differed from those of English TEd and teaching duties in primary TEd required a set of competences that research training and scholarship in literary studies was unable to provide. Respondents did not always specify what these competences might be, but an indication can be offered via TEd research that has identified such knowledge domains relevant for teacher educators as contextual knowledge (understanding of learners, schools and society) and pedagogical knowledge (content, theories, teaching methods, and curriculum development) (Goodwin & Kosnik 2013: 338). For teacher

educators who are drawn from academic disciplines, as is the case for most questionnaire respondents in this study, TEd research suggests that the step into the role of teacher educator requires the development of pedagogical subject knowledge and familiarity with school contexts (Griffiths, Thompson & Hryniewicz 2014: 75).

The questionnaire responses, further, suggest that the relation between expertise, professional identification and teaching duties was consequential for respondents' attitudes. This was the case both for respondents who had a background in school teaching and/or research (training) in subject TL who tended to be positive toward TEd teaching, and for respondents who identified as literary scholars and expressed an uneasiness about school-oriented aspects of the teacher educator role. Beyond the question of matching competences and work assignments, at issue here is professional identity in relation to the teacher educator role. As several responses indicated, teaching duties in TEd explicitly or implicitly required the development of parallel repertoires in school-oriented practices and subject TL theory and research, as well as expertise within literary studies. For instance, some respondents, who were both qualified and experienced school teachers of English and PhD holders in English-language literature, expressed a discomfort about their lack of recent school teaching experience and/or of sufficient knowledge in the area of literature TL. Their responses testify to a felt need to hold multiple identities and competences—as teacher educator, literary scholar and/or school teacher—and they suggest a difficulty to hold these simultaneously. This result is in keeping with TEd research which has found that teacher educators sometimes find it hard to juggle the multiple professional identities that they are required to hold (Berry 2007; Kosnik et al. 2013).

As other responses suggest, for several staff such TL repertoires are new. Literary scholars, in particular, emphasised professional development as a corollary of TEd teaching. This is evident, for instance, in respondent comments that expressed an ambition to keep abreast of literature TL research, be this as a result of external motivators, in order to teach literature TL as stipulated in TEd syllabi, or internal motivators, to enrich their own TEd teaching (R32). Repeatedly in free-text comments, literature TL emerges as a competence area that was at once deemed as important to TEd and as secondary to the interests of the individual respondent. It is a field staff ventured into conditionally, if time and resources allowed it, as suggested by the recurrent modifier 'I try' to be updated. Priority instead

was given to literary scholarship, as indicated by the respondent research areas. Given that the expansion, academisation and professionalisation of TEd has had a noticeable impact on English studies nationally, this finding raises questions about the extent to which keeping up-to-date with TL research was personally desirable from the respondents point of view, or a strategic response to changes within TEd.

The relevance of personal and professional motivations is stressed in educational research on the transition into the teacher educator role which has shown that feelings of professional unease and discomfort are particularly acute ‘when the substantial and situational selves of the teacher educator’ are seen as ‘distinctly out of alignment’ (Murray & Male 2005: 139). Whilst the present study is not able to establish whether literary scholars perceived the teacher educator role as a threat to their professional identity, some respondents did suggest that they were apprehensive about taking on TEd teaching which involved a professional role other than that of the literary scholar.

The willingness to engage in professional development in areas relevant for TEd, it is worth noting further, was likely complicated by power and status distinctions within the social structures of the specific institution and of the subject community nationally and internationally. In Sweden, it may be observed, TEd has historically been ‘positioned low in the university hierarchy in terms of both exclusion from academic discourse and lack of cultural capital’ (Erixon Arreman 2005: 231). Such factors may, partly, account for respondent ambivalence about the implications of the teacher educator role, for instance when this involved pedagogical subject knowledge. The ambivalence was likely compounded by the lack of time and support structures for professional development that respondents identified.

Besides expertise and professional identification, attitudes relied on respondents’ past experiences and on their beliefs about the significance of TEd and of literary studies as an academic and an educational project, so free-text comments suggested. The impact of policy and agency, on the other hand, though they influenced the everyday work life of staff, seemed less clearly linked to attitudes about TEd literature teaching. Besides isolated comments on local institutional conditions, our study could show no clear correlations between the ability to determine the orientation and shape of literature teaching and attitudes to the teacher educator role. Respondent emotions elicited by past teaching experiences, instead,

emerged as an important factor for attitudes. These include both positive experiences, for instance of enjoyment taken in a shared teacher-student engagement with the subject matter addressed, and negative experiences linked to student abilities and motivation. Similarly, respondent beliefs about TEEd seemed to affect their attitudes about teaching in those programmes. This was the case, for instance, for respondents who emphasised the social relevance of TEEd and the significance of literature education in TEEd and who declared their preferences to teach in those programmes. It was the case also for the respondents who were critical of a perceived lack of focus on analysis in TEEd and who specifically indicated that they would opt out of primary and secondary TEEd.

A related finding was that the aspects of the teacher educator role foregrounded—the targets of the attitudes—varied, as did the kinds of emotions affecting respondent attitudes. For example, respondents who had teacher qualifications, previous school teaching experience and/or ongoing research in literature TL were more likely to berate themselves for their perceived lack of competence in areas of importance for their teacher educator role. Several did so, for instance, by expressing unease or discomfort about their own competences. Literary scholars without such backgrounds, conversely, were more likely to express irritation or disappointment about student abilities and behaviours. In doing so, they emphasised the perceived gap between their own expectations—and their valuations of literary studies—and those of their student teachers. In both cases, such comments point to respondents' visceral reactions to TEEd and to the task of the teacher educator. They also point to underlying values, for instance, about the necessity of imparting literary analytical skills or practice-oriented perspectives in TEEd.

Ultimately, the current study can only offer a partial picture of the competences and attitudes to the teacher educator role at the institutions nationally and can say little about the prevalence of patterns. However, the responses provided indicate some of the existing staff profiles and attitudes. Given current policy, the educational changes that English studies and literature staff experience now will unlikely dissipate in the foreseeable future. As the following suggests, the findings therefore have bearing on the strategic planning in English studies, not least when it comes to staffing and professional development for literary scholars required to take on the role of teacher educators.

### *7. Conclusion*

As we hope to have shown, the study of staff profiles and attitudes to TEd literature teaching provides a way of gaging factors that shape literature teaching, in particular in relation to TEd. By way of concluding, we comment briefly on two key findings of the study that are worthy of consideration for the academic teaching and research community within our subject.

The first concerns staff qualifications and self-identifications. The questionnaire findings suggest that the staff who teach literature and/or literature TL in English courses are a heterogeneous group who have not followed a uniform pathway to TEd teaching. A majority are literary scholars who are more or less positively inclined to TEd teaching. Given that a majority of the respondents apparently self-identify as literary scholars and that several note a lack of TEd competences or a need for professional development, the findings bring into relief questions of a strategic nature for English studies. The findings point to a need for institutionalised support structures to aid professional development among teacher educators, especially those involved in primary TEd. A related question for English studies regards the expectations placed on staff, for example, whether it is possible, and indeed desirable, to require that individual staff sustain parallel expertise as both literary scholars and teacher educators. In view of the importance of TEd as an official duty, it is worth considering whether collaborations with municipalities and school teachers, or between different universities would be viable alternatives for competence provision, or complements to in-house staff competences.

At the same time, the findings point to a group of literary scholars who are developing or already possess key competences for TEd and who may even self-identify as teacher educators. Some of these staff have teacher qualifications and considerable school teaching experience. Others are developing research expertise in questions that concern literature and education, questions, notably, which largely fall outside the research orientations within English-language literary studies nationally (e.g. Hansson 2021). Given the significance of TEd as an official duty for English studies and given recent policy requirements regarding the academisation and professionalisation of TEd, such findings may well point to the emergence of a new category of literature staff. For the academic English community this development raises questions about ways of recognising these competences—beyond the status of ‘accidental

career’, to borrow a phrase used to describe school teachers cum teacher educators (White 2019: 209)—as distinct areas of expertise.

The second matter we wish to raise concerns staff profiles and attitudes to the teacher educator role. By virtue of examining these, the article ties into the broader question—within TEd research—of who is a teacher educator and what their roles, skills and needs for professional development are.<sup>9</sup> Granted that these features impact ‘on their work in both pronounced and subtle ways’ (Kosnik et al. 2013: 527–528), the questionnaire findings raise the question of the implications of staff identifications, competences and attitudes for TEd courses in English. This is a crucial point, because it is not merely that courses affect staff attitudes and competences, and by extension their professional identities or their job satisfaction; staff attitudes and areas of expertise also affect courses. At a fundamental level, they affect course content and orientation, for instance when staff are disinclined to teach school-oriented literature TL or are unable (or unwilling) to invest in developing professional competences important for TEd. At issue, in this respect, are the responsibilities of English studies vis-à-vis TEd. As the study indicates, TEd is secondary to the interests of several teacher educators, who may not actively strive to develop knowledge in the field of literature TL or other relevant pedagogical and contextual knowledge for school teaching practice. To be sure, not all respondents were extensively involved in TEd and not all courses included school-oriented literature TL. While this may account for some responses, the lack of knowledge about and the negative attitude to literature TL as a field and a practice expressed in other cases is problematical for TEd, which needs to provide a firm basis for professional practice. The findings, in this respect, raise questions of curricular construction—for instance whether literature TL should be included in literature courses or taught separately—and of staffing. They also identify

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<sup>9</sup> Over the past decade or so, TEd research has emphasised the importance of addressing, not only TEd *programmes*—curricula, required courses, assessment measures and practice teaching experience—but also the knowledge, skills and interests of teacher educators and to recognise those as key factors for ensuring that TEd meets the complex demands of preparing teachers (Kosnik et al. 2013: 525). A core ambition of this research is positive TEd development: teacher educators’ competences, identities, roles and practices are regarded with a view to ensuring ‘commitment to transform education for the better’ (Czerniawski, Guberman & MacPhail 2017: 128).

a need for strategies for English, potentially at a national scale, to address this issue of how to meet the requirements of TEEd.

This study was prompted by recent policy reforms and by reviews of primary and English TEEd syllabi and it has sought to shed light on what larger shifts in the higher education landscape have meant for the everyday lives of English staff. The questionnaire responses provide tentative answers for understanding the relation between courses taught and attitudes held and they suggest the impact of educational changes on the individual and institutional levels. The findings raise important matters, both practical issues and questions of principle, concerning the activities, education and teacher educator competences among literature staff in English. It is our hope that the study can provide a basis for discussions within the subject community and an occasion for considering national strategies for English, for instance as regards competence provision.

*Authors' note*

Katherina Dodou has contributed with project conception, study design, data collection, problem formulation, theoretical framework, contextual background, analysis and discussion, and David Gray has contributed with contextual background, analysis and discussion.

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*Appendix 1*

Table 1. Institutions that offered TEd courses in English in the academic year 2017-18, with information on general English courses for 2016

Institution	Primary TEd		English TEd		General English courses	
	years 1-3	years 4-6	years 7-9	Upper secondary	BA	MA
Dalarna University	x	x	x	x	x	x
Halmstad University	x	x	x	x	x	x
Jönköping University	x	x		x	x	
Karlstad University	x	x	x	x	x	x
Kristianstad University		x	x	x	x	
Linköping University	x	x	x	x	x	x
Linnaeus University	x	x		x	x	
Luleå University of Technology	x	x		x	x	
Lund University				x	x	x
Mälardalen University	x	x	x	x	x	x
Malmö University	x	x	x	x	x	
Mid-Sweden University				x	x	x
Örebro University				x	x	
Södertörn University	x	x		x	x	x
Stockholm University	x	x	x	x	x	x
Umeå University	x	x		x	x	x
University of Borås		x	x			
University of Gävle	x	x		x	x	
University of Gothenburg	x	x	x	x	x	x
University of Skövde					x	
University West	x	x	x	x	x	
Uppsala University	x	x	x	x	x	x
<b>Total</b>	16	18	12	20	21	12

## Appendix 2

Table 2. Overview of respondents' individual competence areas and teaching duties<sup>10</sup>

Respondent	Highest academic degree			Teacher qualification			School teaching experience				Re-search		Teaching duties				
	MA Eng lit	PhD Eng lit	Other	Years 1-6	Years 7-9	Upper Sec.	Years 1-6	Years 7-9	Upper Sec.	Other	Lit studies	Literature TL	Years 1-3	Years 4-6	Years 7-9	Upper Sec.	General Eng
1		x									x				x	x	
2			x												x	x	
3		x						x	x		x						x
4	x						x	x	x	x			x			x	x
5		x				x			x		x	x				x	x
6		x									x				x	x	x
7		x						x		x				x	x	x	x
8			x	x						x	x	x				x	x
9		x				x		x	x		x					x	x
10		x								x	x				x	x	x
11			x								x	x			x	x	x
12	x		x			x		x	x			x			x	x	x
13		x									x		x	x	x	x	x
14		x					x	x	x	x	x	x	x	x	x	x	x
15		x								x	x	x		x		x	x
16		x				x		x	x	x	x					x	x
17			x			x				x	x			x	x		
18		x					x			x		x				x	
19		x									x				x		x
20		x					x	x	x		x		x	x	x	x	x
21		x			x		x	x	x	x	x			x		x	x
22		x			x	x				x	x	x		x	x	x	x
23		x									x				x	x	x
24			x	x			x	x					x				
25		x				x					x			x	x		
26		x									x						x
27		x						x	x		x				x	x	x
28		x								x	x		x	x	x	x	x
29		x				x		x	x	x	x				x	x	x
30		x									x			x		x	x

<sup>10</sup> Respondent 3 indicated that s/he taught on TEd courses, but not on which courses; similarly, respondent 26 only stated that 'I supervise teacher students who write their third term essays'.

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31		x								x	x	x				x	x
32		x									x			x	x	x	x
33		x									x		x	x		x	x
34		x								x	x	x				x	x
35		x								x	x					x	x
36			x				x	x	x					x	x		
37		x									x					x	x
38		x					x	x	x		x	x	x			x	x
39		x								x	x						x
<b>Total</b>	2	31	7	2	2	8	8	14	16	16	32	11	9	14	21	32	32