

Presence of Classical Authors in the Spanish Literature Classroom: A Quantitative Study from the Teacher's Thinking

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Abstract

The presence of classical authors in Secondary Education classrooms is one of the most debated issues in Didactics of Literature in Spain due to the low reading rates of this type of works among adolescents. Since schools have traditionally played a fundamental role in the creation of reading habits, 342 teachers in Aragon, an autonomous community in Spain, were surveyed using an ordinal scale to find out their opinion on the promotion of classical works carried out by the school where each respondent teaches the subject of Spanish Language and Literature. In addition, by means of inferential tests, we will check whether their views on this subject depend on the following socio-demographic variables of the teacher and the school: ownership, gross per capita income, the level of immigration to their school, the province where they are located, the year in which they teach, their gender, their age, their years of teaching experience and their education. The results reveal that teachers' views on the presence of classical authors in their schools are determined to a greater extent by their own socio-demographic variables than by those of the school where they work.

Keywords: classics, literature, questionnaire, schools, teachers