

**UNIVERSITY OF TARTU
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**DESIGNING AND TEACHING AN AMERICAN LITERATURE
COURSE ON DYSTOPIAN YOUNG ADULT NOVELS
MA thesis**

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ABSTRACT

The current master's thesis discusses the processes of creating, teaching and evaluating an American literature course in English in an upper secondary school in Estonia. The course focused on the dystopian young adult novels and was constructed to support the students' personal growth as readers and life-long learners.

The thesis consists of a literature review and an empirical part. In the literature review the question of teaching literature is discussed and the justification for choosing the personal growth model as well as dystopian young adult novels for teaching this course are offered. In the empirical part, the designing, teaching, and evaluation processes of the course are described and discussed.

The conclusion summarizes the main aspects of the thesis.

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INTRODUCTION

According to the second annex of the Estonian National Curriculum for Upper Secondary Schools (2014) one of the aims of teaching and learning foreign languages is to provide motivation and skills necessary for life-long learning. The curriculum also states that students should not only be able to read literature in a foreign language but also be interested in doing so. Even though reading improves language skills and enhances various aspects of knowledge, providing students with motivation to read has proven to be a challenge for teachers.

The author of the present thesis has always loved reading but, as a teacher, she has often found herself facing the problem that students do not find it attractive and lack motivation to read even though it is beneficial for them in many ways. When assigned the task to create and teach a course of British or American literature for a state gymnasium, the decision was made to focus on the issue by choosing texts that could be seen more as entertainment than learning material. The course was meant for the 11th grade students who are studying the English language in depth. The school has a long tradition of specialised courses like this, and the author of the present thesis took one on the classics of the British literature in 2006.

Another literature course, though taught in English but still focused on the classics, similar to the ones students are required to take as a part of their Estonian language programme, was not seen as a desirable result. It was hoped that if the focus was set on the more contemporary literature and, instead of learning of the literature and its authors, the emphasis was put on the learners and their experiences, the course would be more enjoyable for its participants. Elevation in reading motivation was set as the main aim for the following course-creation process, and as a by-product, a development of other skills related to reading.

According to the national curriculum, the focal topic of upper secondary school is the relationship between the learner and the world, which can be discussed on the basis of classics as well as the more modern works of literature. Literary works by modern authors that focus on characters of students' own age touch upon ample of topics to discuss with students on the verge of adulthood. The author of the present thesis believes reflecting on these texts and their reading experiences aids not only students' academic skills but also their personal development by enhancing their awareness of themselves, the world around them, and their place in it.

This belief is shared by research in several fields. While linguists praise the benefits of literature in relation to reading skills, lexis development, and expansion of creativity, psychologists claim that reading and responding to fiction builds analysis and reflection skills as well as gives students better understanding of themselves and the surrounding world (Cliff Hodges 2010: 61). The exact extent and duration of the effects of reading literature are difficult to assess as they require multiple longitudinal studies in different fields of research, but both linguists and psychologists agree that the best effects are provided by reading experiences that require student response (Caracciolo and Van Duuren 2015: 522).

Responding to literature can also be seen in several ways. Fialho (2019: 6) refers to literary theory and criticism and claims that reader response combines various elements like emotional, verbal, and cognitive reactions. Psychological studies support that approach while paying close attention to the responsive actions happening in the readers' minds. According to Fialho (2019), encouraging students to empathize and identify with the fictional characters and to consider and express their feelings about the read texts are all considered to be response-enthusing activities. In the present master's thesis, the same approach was applied. Even though non-verbal responses would be more difficult to notice

and therefore to use for the analysis of the designed course, they were still considered as a desired outcome of the planned activities.

While designing the course for the present thesis, Iman Hammad's (2012) experiences and recommendations on the subject were taken into account. According to her, the best activities to elicit readers' response and, through that, to ensure personal growth include posing questions. It is considered important to use different forms of discussion, both before and after reading. Hammad insists that the teacher should act as a catalyst who uses learners' emotions and interests as a starting point for classroom discussions and then aids students in placing the story in their own environment. After that, learners are encouraged to pose their own questions and asked to reflect on their feelings (Hammad 2012: 109-110). As a result of her own research, Hammad (2012: 111) claims that students find reading and reflecting on literature more interesting when discussions are started with relating the text to the learners instead of giving an overview of what it was about.

The course was taught to 22 upper secondary school students between the ages 17 and 18 who had chosen to study English in depth. In addition to the issues raising from teaching literature, the course was also presented with hurdles raising from teaching in the conditions of a world-wide pandemic and distance-learning.

The aim of the present master's thesis is to analyse the options and practices of teaching literature as well as to find an appropriate model for a course of American literature on dystopian young adult novels, to create the course and to test it.

The present master's thesis consists of a literature review and an empirical part. The first focuses on the issue of literature in the EFL classroom and why the 21st century American dystopian young adult fiction might be used for a literature course. The empirical part comprises of seven weekly course plans along with their analysis and recommendations for future improvements. The analysis is based on the teacher's notes taken throughout the

testing period of the course as well as the students' responses to various in-class tasks, their reading journals, and self-reflections. The lesson plans have been included in the appendices.

1. LITERATURE REVIEW: Teaching Literature in EFL classes

This chapter provides an overview of the issues related to teaching literature in English as a foreign language class. First, the word ‘literature’ itself is defined and then reasons for teaching it are explained, along with the choice of literary texts and genre of dystopian young adult novel. Then the models used for teaching the subject, especially the advantages of using the personal growth model, are discussed.

1.1. The Definition of Literature

Literature is not easily defined as various authors see it differently. One could argue that literature is everything that is written down, whether it is a poem, an acclaimed novel, or a simple jingle (Damrosch 2017: 9). It is also offered that literature can only be a written work of high artistic value but as art is valued differently in different periods of time, the definition cannot be solely dependent on that factor, claims Stecker (1996: 686-687).

He argues against several definitions that exclude non-fictional work as literature. Instead, he builds a case for his own definition, which states that literature is written work, which is not necessarily fiction but offers its reader an imaginative experience. It is also added that the definition of literature changes in time and therefore one should be open to discussions about the meaning in every few decades (Stecker 1996: 687-694).

1.2. The Reasons for Teaching Literature

The importance of literature has been long discussed and researched. Olivia Fialho (2019: 2) claims that literature has a transformative purpose and reading gives a unique meaning to reader’s lives. While different authors bring out various reasons why literature and reading should be considered important, significance of teaching the subject is more easily explained. According to Carter and Long (1991: 2), there are three main reasons for

the teaching of literature. These are to provide students with better understanding of cultural similarities and differences, to enhance their language skills, and to develop the reader in general.

Parkinson and Reid Thomas (2000: 9-11) list ten reasons for or benefits of using literature in second language learning, some of which can be classified under the three offered in the previous paragraph. These are cultural enrichment, rhetoric, mental training, difficulty, authenticity, memorability, helpfulness in assimilating the rhythms of a language, non-triviality, openness to multiple interpretation, and convenience. The authors explain that when literature is taught in a second/ foreign language class, the main reason for it is usually the language as teachers are constantly aiming to develop learners' reading and inferencing skills as well as their vocabulary, but some reasons are born from convenience, not necessity, and therefore the reasons cannot be classified as good or bad. The decision is up to each teacher to make on their own.

Parkinson and Reid Thomas (2000: 9-11) explain the reasons for teaching literature rather thoroughly. For example, in addition to introducing the learner to various cultures, literature, especially fiction with its created worlds, can also offer ample context in which various characters from different social backgrounds can be portrayed. The reader can then experience cultural enrichment as they discover the characters' thoughts, feelings, customs, and even possessions. Rhetoric means that literature is said to offer a model of good writing, the way it is supposed to be done by educated people. This is simultaneously why and how literature is widely taught to native English speakers in the United States of America. Literature is also said to train both intelligence and sensibility, although it is argued that the same can be said about almost any academic subject and this alone is not a reason enough for literature teaching. Therefore, more common justifications for doing it are the authenticity and memorability of literary texts which offer genuine samples of various styles,

types, and registers, and, especially in the case of poetry, are often easy to remember. Poems are considered useful for assimilating the rhythm of the language. Literature is often worth teaching for its non-triviality, which means that it deals with matters important enough for the writer to write about them. This gives literature a genuine feel, which motivates learners to read and invites them to bring a personal response from their experience. Literature is also open to interpretation and offers in itself an opinion gap between different interpretations which can then be bridged by genuine interaction. Lastly, literature can be taught for convenience as the texts are readily available, but it is only useful and recommended when several factors are considered.

Psychologists consider reading and responding to literature important because it builds analysis and reflection skills and gives students a chance to construct a better understanding of themselves and the world around them (Cliff Hedges 2010: 61). Although the extent and duration of the effects reading literature has on learners have been proved difficult to assess due to the problems with constructing necessary longitudinal studies, the importance of literature and teaching of it is not underestimated. However, both linguists and psychologists agree that the best effects are provided by reading experiences that require student response (Caracciolo and Van Duuren 2015: 522).

1.3. The Choice of Literary Texts

Not every kind of literature helps teachers to achieve their educational goals which means the texts have to be selected with a few criteria in mind. Floris (2004: 4-6) addresses the issue by listing language competency, length of the text, cultural competency, and students' interests as main aspects to consider when choosing a text for the literature course. Lazar (1993: 52) adds students' age and their (emotional and intellectual) maturity, latter of which may prove hard to evaluate.

One very important aspect that each teacher has to consider when first choosing which texts to assign to their students is whether the texts they have chosen are available for the students or not (Carter & Long 1991: 141). It is useless to tell EFL students to read a book in English if that particular book is not available in their country. This can often be the case for Estonian students who should read literature published in America or Britain. Teachers can also not expect their students to buy the book, which means the availability of the text must be thoroughly assessed before assigning it to students.

Carter and Long (1991: 5) advise teachers not to choose a text which exceeds students' reading comprehension by too much. By doing so, teachers avoid situations where students have to rely heavily on dictionaries and are unable to properly engage with the text itself. Floris (2004: 5) asserts that if students' linguistic level is properly taken into account when choosing a text for the course, students are more motivated to use literature and find these texts more relevant to themselves. To overcome the problems of a difficult text, Lazar (1993: 53) encourages the use of literature-based films that students have seen and enjoyed. When learners have had a positive experience with the text in another form, they are more likely to overlook the difficulties with vocabulary and grammar structures which means they are willing to put in more effort (Floris 2004: 4).

When discussing the length of the text, time is an important factor to consider. Lazar (1993: 55) advises teachers to ask themselves if there is enough time available to work on the text in class and how much time can students dedicate to it at home. In the case of the time being too limited to work with the entire text, she recommends considering using only parts of the text or an abridged version of it. When deciding on the latter, teachers also have to be prepared to give students enough background information to make the text comprehensible (Lazar 1993: 55). It may happen that using the text partially or in an abridged form brings an extra workload for the teacher who needs to prepare a way of delivering the

missing information. In this case it is up to the teacher to decide whether it would be wiser to choose another text instead.

When considering how long the text should be, teachers must also think about students' attitude towards reading, their general motivation, and what is the purpose of reading literature. If the students are not avid readers, it may be advisable to use a number of shorter texts like poems and short stories, which are also good for introducing different genres. Longer texts like novels take more time to read but motivate emotional investment as the story progresses. If the teacher chooses one or several longer texts for a group of learners who are not fans of reading, there has to be a contingency plan in place. Instead of presenting students with the whole story at once the teacher can, for example, divide it into parts to make it more palatable (Carter & Long 1991: 4-5).

Literary texts chosen for class need to be within the borders of the teachers' and students' cultural competence. Carter and Long (1991: 142) state that texts read in literature class must be somehow related to the culture of the reader. Lazar (1993: 53), on the other hand, connects cultural competence with students' age and maturity by arguing that even seemingly remote texts may still be appealing for students if they touch upon a topic relevant to students, or deal with themes that strike a chord in students' personal lives. This means that stories set in a foreign land or in the distant future are not necessarily bad for literature class. If the main character is of students' age or faces struggles similar to students' own, the cultural sphere of the story may be rendered irrelevant.

Students' interests, if taken into account, can simulate personal involvement. Teachers are rarely able to cater to every student's wishes, but when the interests of the majority have been considered, students are more likely to be motivated to read (Floris 2004: 6). For example, even an avid athlete without any bookworm tendencies is more inclined to read the text if it has something to do with an athlete or, even better, the very sport the student

plays. Academically oriented students, on the other hand, would probably prefer fiction that portrays someone with similar aspirations and struggles. Carter and Long (1991: 3) enthuse teachers to take this into consideration by selecting texts in which students are able to participate imaginatively and can respond to. According to Floris (1993: 6) this means that difficulty of the text should not be over-emphasised. When emotionally relatable, linguistically challenging texts are more palatable for students.

When making choices of literary texts, teachers have a lot to consider. It is not enough to choose a text they would like to assign their students with. Not only does the text have to be available, but it also needs to be within the reasonable linguistic and cultural competence for students, not to mention fit into the permitted time slot and cater to the majority of students' interests.

1.4. The Dystopian Fiction and Reasons for Employing It

Even though classic novels are recognised as a good reading material for literature courses all over the world, more contemporary works of literature of various genres are also used. This means that dystopian fiction addressed to the reader classified as young adult can be chosen as the featured literary genre for creating and teaching the literature in a foreign language course as well. According to The Encyclopedia of Science Fiction (*Dystopias*, 2021) dystopias are commonly viewed as antonyms for utopias (perfect societies) and stories are set in fictional societies that are worse than our own world. Dystopia is explained as a terribly bad or unfair society in which there is a lot of suffering, especially an imaginary society in the future, after something terrible has happened. Images used in this genre are almost invariably glimpses to the horrible future that may await the reader and all of humankind if the world is not taken better care of.

Dystopian literature is not a new addition to the list of fiction genres, but it is usually not featured in language curriculums or literature courses as teachers tend to assign more “traditional” texts that are perhaps more widely known and therefore proven to be of “high artistic value”.

Authors like Parkinson and Reid Thomas (2000), promote the approach where students are motivated to look for literature interesting for themselves. They claim that a “self-prescribed course of forty or fifty ‘cheap’ detective stories or romances can do wonders for some language learners” (Parkinson & Reid Thomas 2000: 31). Therefore, it can be assumed that the artistic value of the literature chosen for a course is not the most important aspect as long as students are motivated to read it. This belief is also supported by the second annex of the national curriculum (2014), which states that foreign language studies are more beneficial if students are actively involved in the process and if materials are chosen in accordance with learners’ interests.

Hammad (2012: 111) instructs teachers designing literature courses to choose texts that can be related to students without much effort. For example, this can mean that main characters are the same age with students, the story takes place in the similar geographical space, or struggles presented in the text are shared by real and fictional people. According to Collie & Slater (1987) finding similarities to their own lives in the literature makes reading more meaningful, and the use of such texts has positive effects on knowledge gaining.

Choosing literary texts which portray young adults saving their society and performing other relevant tasks can encourage students to discover their own capabilities. Dystopian fiction offers ample resource for discussions about students’ worldviews and self-esteem, as well as general topics like family values, love and trust as well as moral and manipulation, which makes it a good choice for a course designed for students’ personal growth.

1.5. The Models of Teaching Literature in First and Foreign Languages

In order to achieve goals set for teaching literature (see chapter 1.2.), the cultural model, the language model, and the personal growth model, which are not mutually exclusive but are related to certain pedagogic practices and contain a set of challenges for teachers, are employed (Carter & Long 1991: 2).

The cultural model as explained by Carter and Long (1991: 2) helps students to understand the accumulated wisdom and tradition of thought of a specific culture whose literature is being studied. Padurean claims this model is popular throughout the world as it aids the appreciation of cultures, but it also requires a thorough knowledge of historical, social, political, and literary contexts of the text, which may prove to be difficult for the teacher. If students are not motivated or skilled enough to go beyond the written word to explore why it was written in a way it was, the model might not serve the intended purpose (Padurean 2015: 196). If students are told to see literature as a product of a specific culture not directly connected with their own and often even contrasted with it, they tend to feel literature as something studied for examinations (Hammad 2012: 110). Therefore, the cultural model is most often applied to the teaching of literature of the students' own culture or at least of the society they live in, as it is more familiar to them, and they are more likely to already have at least some of the background knowledge they would otherwise need to learn to analyse literature accordingly. In addition to that, according to Savvidou (2004: 3), the cultural model tends to be teacher-centred and offers little in the sense of extended language work.

The language model, as the name clearly states, focuses on the language aspect of literature and is, therefore, widely used in classrooms of both, first and foreign languages. Savvidou (2004: 4) supports the use of literature in EFL classes as it offers more stylistic devices than standard language, which is beneficial for the development of reading and

understanding skills. She states that even though language comes in varied forms, teachers are reluctant to use unabridged authentic texts in EFL classrooms because language in them may greatly differ from non-literary discourse, and these texts can be difficult to interpret. In addition, Carter and Long argue in their “Teaching Literature” (1991: 2) that teachers have applied literature as an instrument for lexis development, structure teaching, or language manipulation, but if not used carefully, this can result in mechanistic teaching practices, which demotivate students to read literature for their own pleasure. Padurean (2015: 196) has noticed this effect in her home country and lists typical literature-related tasks given to upper secondary school students as rephrasing, vocabulary, sentence structure, substitution, grammar, plot, and character exercises, which in her opinion do very little for student’s literary development. Hammad (2012: 105) agrees with the statement that the teaching of literature that is too focused on the language aspect does not contribute to learners’ emotional development.

As described by Carter and Long (1991: 2), the personal growth approach is student-centred and focuses on students’ opinions and feelings while encouraging them to create connections between their own experiences and the ones expressed in the text. The overall aim of this model is to motivate the student to read. According to Savvidou (2004: 4), the model helps students to use various themes and topics to learn more about the language as well as themselves by interpreting what they have read and giving it meaning which is based on their own experiences. The personal growth model aims to help students engage with literature, and one of the main problems that may arise for the teacher who chooses to design their course to achieve this engagement is that the results may be difficult to measure (Carter & Long 1991: 3). While students can take tests to determine whether they have understood the cultural reasons behind certain texts or if they have learned the lexical items required for

understanding them, testing is of little help in literature classes based on the personal growth model.

However, several authors (Carter & Long 1991: 3, Padurean 2015: 196, Floris 2004: 3) list the benefits of the personal growth model, which by motivating students to read and relating this to their own experiences develops their language skills, expands their knowledge of complex cultural artefacts, and stimulates better understanding of the society they live in as well as of themselves. All this is closely related to the aims of the upper secondary education as stated in the national curriculum (2014). To encourage engagement, and by that personal growth, teachers have to stimulate students by choosing texts students can respond to and by making reading a memorable experience (Carter & Long 1991: 3). Floris (2004: 3) supports personal involvement with the idea that exposing students to literary themes that are often missing in EFL textbooks helps to stimulate their imagination, develop abilities necessary for furthering their education, and increases their emotional awareness while developing “learners’ pleasure in reading”.

When teaching literature, teachers can either choose one model or combine several of them to best accommodate their needs as well as the needs of the students. In the process of deciding which way to go, there are also several other factors to consider, such as the curriculum, school policy, and the literature itself.

1.6. The Rationale of Applying the Personal Growth Model

Different authors like Carter and Long (1991), Savvidou (2004), and Bibby and McIlroy (2013) agree that when teaching literature in EFL classrooms, teachers first have to decide upon an approach. As discussed in the previous section, there are three main models of teaching literature. These models are not mutually exclusive but they each embrace a set of learning objectives distinctive for themselves (Carter & Long 1991: 2). The cultural model

helps students to appreciate cultures, the language model often employs literature as a tool for language learning, and the personal growth model aspires to create more effective readers.

Parkinson and Reid Thomas (2000: 30) report on anecdotal evidence that reading for pleasure increases rapid development in learners' abilities. This particular claim has not been proven with conclusive research, but many experienced educators support the belief and claim students who read beyond the required amount, improve in all areas of language faster than their peers who do not like the activity (Parkinson & Reid Thomas 2000: 30). Even though without scientific evidence on that argument, teachers do not seem to doubt the benefits of reading as there is an increase of encouragement to read extensively. The proof of that lays in the rising number of graded readers published for the EFL classrooms all over the world (Parkinson & Reid Thomas 2000: 31). It has been proven by psychological research (Cliff Hedges 2010: 61), however, that reading literature improves analytical and reflection skills and aids students in understanding themselves and their surroundings better. This suggests that encouraging students to read is the key to their development and life-long learning.

According to the national curriculum and its second annex (2014), the upper secondary education should support the students' development in several areas, the general topic in all studies being the individual's role in the world. Throughout the three years of high school learners' mental, physical, moral, social, and emotional growth are supported in order to aid their development into successful citizens of not only Estonia and Europe, but of the world, no matter what their individual goals are. This means that education has to be broad enough to cover all the basics, but at the same time sufficiently specialized to touch upon the individuals' wishes and interests, thereby furthering their personal growth.

Many upper secondary schools in Estonia have specialised curriculums from which the students can choose when applying for high school. Students with similar academic interests like maths and physics, natural sciences, or languages group together to get more specialised education to better prepare them for their future in further education or work field. Students who have chosen to study English language in depth have several courses on different aspects of the language as well as the culture of people speaking it natively. Using literature to illustrate cultural phenomenon or expand students' vocabulary are methods aimed at a narrower skillset whereas successfully applied personal growth model aimed at encouraging students to read aids learners not only language-wise but also in their other pursuits. (Carter & Long 1991: 8-9)

The personal growth model is closely related to the language-based model. They are both more student-centred than models of culture and history and use a set of similar methods. According to Carter and Long (1991: 9-10) both foster individual response to literature but the authors insist that the goals of fuller individual interpretation are reached only by process-oriented teaching that is the personal growth model.

This was tested out by Iman Hammad (2012: 103) who applied different models of literature teaching to her courses at the Department of English at An-Najah National University. She found that the number of activities in the language model made the substance of the text disappear as lexis and language structures took its place. Her students found the cultural model too teacher-centred as the lecturer had to actively participate in discussions to give the students much-needed input to historical, social, and political background of the story. This rendered literature less relevant to students. According to Hammad the personal growth model proved to be the most impactful of the three, but even though the main purpose of using it is to stimulate students to reflect on their own experiences, opinions, and feelings, it should still be the instructor who acts as a catalyst. (Hammad 2012: 105-111)

It should be mentioned that desirable responses are not defined too closely. According to Fialho (2019: 6) students' reactions to literature can be combined of different emotional, verbal, and cognitive elements. Research done in psychology claims that in order to enthuse response, learners need to be encouraged to identify and empathize with the fictional characters while deliberating and expressing their own emotions regarding the read texts (Fialho 2019). Therefore, when using the personal growth model, lessons have to be designed with that need in mind.

According to various authors the personal growth model is the most student-centred and should best benefit the aim of encouraging students to read, which benefits the goal of life-long learning set by the national curriculum.

2. EMPIRICAL PART: Designing, Teaching, and Evaluating an American Literature Course

The second chapter of the present thesis describes the processes of designing and teaching the American literature course on dystopian young adult novels and includes an analysis of both processes. The process includes preparing for the course design, setting the aims and learning outcomes, and planning the lessons as well as teaching them. The evaluation section takes a look at the successes and shortcomings of both the design and teaching stages of the course. In the analysis, the teacher's notes and the student's self-reflections are used.

2.1. Designing the Course

The design process of the literature course can be divided into several stages. In the project under discussion, designing included preparation, defining aims and outcomes, and lesson planning. The choices made were based on the students' age, language level, background, and interests. The course was structured with 22 11th grade students of an Estonian Gymnasium in mind. The students who were 18 years old or about to reach that age had chosen to learn the English language in depth. To qualify for studying according to the specialised curriculum, they had to have demonstrated excellent language skills in their previous studies and examinations. During their studies in the gymnasium, they had taken several narrow field courses in English about British and American cultures as well as history, business language, and literature of English-speaking countries.

Before taking the new course, the students had studied a course in American literature which followed the cultural model and gave an overview of the American literature from the creation of the United States of America to the end of the 20th century. The students' level of English was assessed to be at least B2.

2.1.1. The Preparation

Preparation for the literature course began with consulting the expectations set by the school and curriculum. Whereas general language courses have to follow a certain path set by the national curriculum (2014) and specialised plans of the school, teachers are given more freedom to choose how to approach more specialised courses. As the focus had already been set to American literature by the first literature in B2 language course, it was decided that the second one will continue that theme. Instead of taking over where the first course had left off, the topic was narrowed, and the model was switched to put the learners in charge. Thus, the personal growth model of teaching literature was chosen in order to encourage reading with the aim of developing students' skills and broadening their knowledge, as well as to motivate self-reflection. These aims support the learning purposes set by the Estonian National Curriculum for Upper Secondary Schools (2014).

The length of the specialised courses like literature in B2 language is set to 35 lessons of 45 minutes. How the time is divided between independent study and classwork is up to the teacher to decide. The colleagues with experience in teaching language and literature were consulted to gather their professional opinions on possible choices. The teachers specialised in the Estonian language presented lists of literature students are required to work with in their lessons, shared good practices, and gave examples of problems that have risen in their classes. The main issue mentioned by several experienced literature teachers was that students are reluctant to read books on the set list as it is thought to be examination preparation and not really necessary for anything else. According to the teachers, mandatory literature, even though with high artistic value, does not inspire learners to read. Choosing texts that have not recently been on the set list was suggested for the literature in B2 language course. The teachers of English who have previously taught the course recommended asking for the students' own opinions but warned that it may result in feedback that they do not

want to read literature at all. Advice was given to spend as much lesson time as possible on reading because students, already seen as reluctant to read books, were not likely to spend much of their free time on literature.

When first meeting new students the author of the present thesis always asks certain questions to “break the ice” and get to know the learners better. One of these is inquiring what their favourite books are and why. It was saddening to learn that the gymnasium students often do not have a favourite book because they do not like reading. It is considered boring and too time-consuming. The books that are listed as favourites or at least pleasant and memorable reading experiences belong mostly to the genre of science fiction that could be further classified as dystopian novels. The students prefer reading young adult novels which often portray their agemates and are set in environments like schools, towns, or families which are recognised by students as familiar. As the answers confirm the language teachers’ opinions and experiences, the focus of the literature in B2 language course was set on dystopian young adult novel.

Books chosen for the designed course have been written by American authors and published in the 21st century. These were “Uglies” by Scott Westerfeld (published in 2005), “The Hunger Games” by Suzanne Collins (2008), “The Maze Runner” by James Dashner (2009), “The Divergent” by Veronica Roth (2011), and “Cinder” by Marissa Meyer (2012). All of these were the first books of series of young adult novels that were set in the dystopian future. Another similarity was the main characters being teenagers of about the same age as the students taking the course. Three of these books had been made into films that had been shown on Estonian television channels and were available on streaming platforms, which on the one hand, might negatively influence students’ reading motivation, but on the other, could spark interest in finding out the differences between the two mediums, which in all

three cases were rather extensive. This provided the teacher with an opportunity to task the students with comparing the two and express opinions on their preferences.

To minimize the risks of unavailability and demotivation, the students had a choice of the reading medium, which meant that they could either read the chosen book on paper, as an e-book, or listen to an unabridged audiobook.

2.1.2. The Aims and Learning Outcomes

The main aim of the course is to aid students' development into more motivated readers through the use of Modern American literature in English as a foreign language class. It is believed and proved by linguistic and psychological studies that reading literature supports the goals of life-long learning and language acquisition. This means that the other aims for the course include developing students' communication, collaboration, and self-expression skills.

Learning outcomes of the course include the following:

- Students recognise the characteristics of the dystopian genre
- Students describe situations presented in literature and assess them from their personal perspectives
- Students present their ideas and points of view, supporting them with relevant examples
- Students analyse contexts provided by literary texts
- Students reflect on their ideas and experiences orally and in writing
- Students participate in classroom discussions
- Students manage their time by planning their coursework

In order not to demotivate learners to read, the assessment of the course was a pass/fail one; no grades were given. In order to pass, the students were required to actively participate in a minimum of 75% of the seminars (10.5) and create a reading journal with at least one entry per week. At the beginning of the course, the students had to fill in a short questionnaire about their reading habits and preferences, and at the end of the course, they were required to present a written reflection on their development as well as the course.

2.1.3. Lesson Planning

According to the schedule set by the school, one course consists of 35 lessons spanning over seven weeks. To minimise the problem of the students not wanting to read in their own time, the timetable was drawn up so that the lessons could be divided into the reading time and discussion seminars. In the end, students had three weekly lessons for independent reading and two for classwork. Therefore, the time was allotted as follows:

- 21 lessons for independent reading (15 hours and 45 minutes)
- 14 lessons for discussion seminars (10 hours and 30 minutes)

The lessons dedicated to independent reading were mostly scheduled for Tuesdays and 90-minute seminars usually took place on Fridays.

As students had a choice between five novels, each different in length and number of chapters, a recommended reading schedule was compiled. In addition to time management, it was aimed at uncomplicating the discussion seminars as by asking the students to have read a certain number of chapters it was assumed that they had the same knowledge of the story which, therefore, provided better tools for leading the discussion. The reading schedules for the chosen books were recommended as follows:

- “Uglies” – 8 chapters per week
- “The Hunger Games” – 4 chapters per week

- “The Maze Runner” – 9 chapters per week
- “The Divergent” – 6 chapters per week
- “Cinder” – 6 chapters per week

None of the books had the number of chapters divisible by seven, so the schedule was designed to leave the least amount of reading for the final week of the course. The first week could have been chosen instead but it was recommended that due to the rising workload at the end of the period the students have less time to spare, which led to the decision to leave less reading for the end of the course.

As recommended by Iman Hammad’s (2012) research, the discussion seminars were designed to rely on different questions, the nature of which was decided by the topic of the week. During the first and the last week, the focus was set on the learner as a reader, their preferences and experiences. Five general topics were assigned, one for a week for seminars 2-6. These were chosen by the author of the present thesis to touch upon main themes presented throughout all five books. The topics were intentionally left vague enough to allow room for the students to lead the discussion in the directions they needed it to go, which was considered important to make students feel they were free to express their opinions and experiences.

The main topics for the course and their order of discussion as well as time division can be seen in Table 1.

Table 1. Course outline

	Topic	Tuesday	Friday
Week 1	My relationship to reading literature	90-minute seminar + 45 minutes of reading	90 minutes of reading
Week 2	Society	135 minutes of reading	90-minute discussion seminar
Week 3	An individual	135 minutes of reading	90-minute discussion seminar

Week 4	Family	135 minutes of reading	90-minute discussion seminar
Week 5	Control	135 minutes of reading	90-minute discussion seminar
Week 6	Morals	135 minutes of reading	90-minute discussion seminar
Week 7	My relationship to reading literature	135 minutes of reading	90-minute discussion seminar
	35 lessons	19 lessons for reading 2 lessons for discussion seminars	2 lessons for reading 12 lessons for discussion seminars

To sum up, the planned seven-week course consisted of 35 lessons that were divided into independent reading time and discussion seminars. Students were also presented with a recommended reading schedule adjusted to the book they chose to read and the number of chapters in it.

2.2. Teaching the Course

The course was taught to 22 11th grade students of an Estonian gymnasium who have chosen to study English language in depth. The period of teaching was from the beginning of March to the late April 2021 which was the fourth and last but one seven-week period of the school year. As designed, the course was divided into independent reading time (21 x 45 minutes) and discussion seminars (14 x 45 minutes) that were scheduled in the timetable. Due to two discussion seminars falling on a bank holiday, initial schedule was changed during the course, and 33 remaining lessons were instead divided into 20 x 45 minutes of reading and 13 x 45 minutes of discussion. Even though the course was designed to be taught in the classroom environment, due to the Covid-19 pandemic and government regulations set for controlling it, all the discussion seminars took place in online environments as part of the distance learning regime.

2.2.1. Week one: My relationship to reading literature

The first week of the course was different from the rest. Instead of a three-lesson independent reading time, the first Tuesday of the course held an introductory 90-minute seminar where the course requirements and schedule were introduced (see Appendix 1). The students were informed how their performance was going to be assessed and what they needed to do in order to earn a passing grade.

During that first seminar students also filled out a questionnaire about their general reading habits, preferences, and attitudes toward reading, as well as expectations to the course and reasons behind their choice of book. Five students confessed they do not like to read but all of them mentioned at least one book they have enjoyed reading. Among the reasons why students liked the books they listed as having provided an enjoyable experience were feelings the students had while reading, the main characters being relatable in some ways, and the story containing themes important to them (sadness, friendship, acceptance, abandonment, etc.). The favourite genres listed were mainly young adult, science fiction, and fantasy, but also self-help and crime.

This was followed by a discussion about what the students considered literature, what were their experiences with dystopian young adult novels, and what they expected to learn during the course. One useful aspect of literature all the students mentioned was improving one's vocabulary. Among other positives were development of creativity, gaining knowledge, becoming more aware of different perspectives, and broadening of horizons. If asked whether they expected to gain something positive from the course, eight students were hopeful it would, and the rest were sure it will definitely aid their development in some aspect.

Nine students had chosen to read "Cinder", six "The Hunger Games", five "The Maze Runner", and two "Uglies". Most students made their decision because the story had

seemed interesting, some wanted to read the book because they had seen the film(s) and were wondering what the original story was like. None of the students chose to read “The Divergent” by Veronica Roth. Several of them had already read the book, seen the film, or both, and others found another option more appealing.

Week was finished with independent reading time, on which students were required to reflect in their first reading journal entry. Several students reported on reading less than recommended during the first week, many tried out different mediums (book, e-book, audio book), and two asked for permission to change the book they originally chose, as they did not find it as exciting as they had thought. Both students went from “Cinder” to “The Maze Runner”. Since the end of week one “Cinder” and “The Maze Runner” were read by seven students, “The Hunger Games” by six, and “Uglies” by two.

2.2.2. Week two: Society

Week two set students into the actual pattern of the course. The week started with a three-lesson independent reading time and concluded with a 90-minute seminar where the focus was on society (see Appendix 2). This topic was chosen to be addressed before more specific ones like “an individual” or “family” because, as also pointed out by students in their reading journals, society is usually described early in the dystopian genre to lay out some framework and background for the following story.

Different types of societies were discussed, students were encouraged to think about the actual society they live in, and to make comparisons. Group consisting of students who read either “The Maze Runner” or “Cinder”, both of which in some way touch upon the topic of pandemics, started a discussion on how probable it would be for the current Covid-19 pandemic to turn our society into a dystopia. Teacher notes from that particular segment of the seminar read “unnervingly possible, can see it happening”.

Students' reading journals from week two stated that the reading experience had not been the most pleasurable one for the majority of them. They confessed to reading the chapters like they would any other homework, finding only slightly more pleasure in it. For various reasons many learners tried listening to an audio version of their book. Most of them found at least something positive in the medium, but there were also a few who confessed they had no desire to try the experience again and were determined to use more traditional formats of a book. Some listened to the story while following it with their eyes on the page.

Google Meet application used for the seminars made it difficult to have discussions in smaller groups. A plugin for breakout rooms was tested but proved ineffective as well as overly complicated in a setting in which moving from one discussion to another should be as seamless as possible to best support the aims of the course. It was decided that a new environment would be chosen and tested before the next seminar.

2.2.3. Week three: An individual

After asking for tools for digital group work from the other teachers, Wonder was chosen to be the environment for the seminars. Students had used it in one of their other classes and were therefore already somewhat familiar with the options available in that environment, so a space named "American literature" was created for the course. Even though it provided a better experience for discussions in different groups and easier movement into and from smaller collectives, Wonder did not come without its difficulties, one of them being a limit of people allowed in a single room that was exceeded by three when everybody partaking the course were present. Several students had technical difficulties with accessing their group spaces and participating in discussions.

The third week was focused on an individual and their role in a story (see Appendix 3). Students were asked to reflect on a protagonist's role and at one point during the discussion asked each other what these stories would look like if they had been written from

another character's point of view. A question was posed what makes a protagonist a hero and if they could be seen as an antagonist instead.

In addition to that the seminar also focused on the learners' roles in the lives they live and have an effect on. This quieted the room down and halted the otherwise lively discussion. Teacher's notes mention a fear of ruining the momentum and unsureness of how to continue because of the feeling that they had used a phrase to indicate that learners should see themselves also having a negative effect on someone's life. While the teacher was looking for the best tactic to restart a conversation, students had been mulling it over and "suddenly started speaking as if nothing had occurred at all".

According to the students' reading journals they had discovered the effect of reading for the course while having a rest from other homework. Learners still expressed the feeling of reading being a chore for school rather than a pleasant pastime, but several students stated in their journals that they read or listen to the book when they sense they are tired from solving maths problems or revising for some tests. Several learners claimed to use audio book for taking their mind off something they consider unpleasant like cleaning their room, buying groceries, or commuting somewhere.

2.2.4. Week four: Family

Week four dealt with the topic of family (see Appendix 4). Even though family in a traditional sense is not present in one of the books ("The Maze Runner"), is barely mentioned in another ("Uglies"), and acts as a sort of a catalyst for the story in the rest ("The Hunger Games", "Cinder"), for the first time in four weeks, all students actively participated in discussion. They expressed different possible definitions for the word and were keen on explaining their reasons behind them. In conclusion the students found that "a family" can have various forms and roles in one's life. Their own interest in the theme was explained with the fact that "everybody has a family". Learners gave several examples of families in

the read books and compared them to their own. Question what we would do for our families and what do we expect from them in return was raised by one of the students reading “The Hunger Games”. This point of discussion was returned to and used as an argument in all the following weeks.

The first student finished reading the book they had chosen (“The Hunger Games”) and asked for permission to continue to the next instalment in the series. They also needed some further instructions on how to proceed with their reading journal and whether or not to comment on the future weeks’ topics from the perspective of the first book only. The student was encouraged to use their whole knowledge of the story but at the same time warned against revealing the ending for classmates who had not progressed that far yet in the beginning of seminar discussions.

Their journal entry for week four reads, “Thought I would read it quickly to get it over with and focus on other things. Then I started to like it. Now I need to know what happens next. I didn’t expect to want to read more than I have to but I can’t stop here.”

As it became evident that the limit of participants allowed in a room on Wonder poses a problem for a group of 23 people, more than 20 of whom were always present, seminars were taken back to Google Meet after week four.

2.2.5. Week five: Control

As the fifth week ended in a Good Friday when no lessons took place, the discussion seminar was shortened to 45 minutes and moved forward to take place on Tuesday. The week focused on different types of control executed over individuals as well as groups of people and whole societies (see Appendix 5). Students gave several examples from their stories and discussed how they are being controlled. When asked what they were controlling, students initially found themselves being the ones led one way or another, not those “holding

the leash” as put by one of the students reading “The Maze Runner”. In the next part of the seminar learners were tasked with naming at least one person they were in control of, which lead to a discussion about visible and invisible control.

Different types of governing were discussed. Students expressed their opinions on democratic government that is rarely seen in dystopian genre, and then proceeded with discussion on the effects that military or similar physical force has on governmental control. This branch of conversation led into a debate on compulsory military service with girls in the group being visibly interested in their male classmates’ opinions.

Two more students finished reading their books (“The Maze Runner” and “The Hunger Games”). One decided to start with another series (“Uglies”) “to know what they’re talking about” while the other was happy they had managed to finish their reading so quickly as it freed up some of their time. This resulted in question if they still had to write weekly entries to their reading journals when they had already finished the compulsory reading. As the task posed in the beginning of the course stated that weekly entries on the topics of the week were required, the students were asked to carry on with their journals.

2.2.6. Week six: Morals

By the seminar about morals on the sixth week (see Appendix 6) the group had last met for a discussion ten days earlier, which resulted in a slow start to a conversation during which the instructor took on a more active role than they would have liked. Once the students were reminded there were no right or wrong answers, they became more comfortable and soon fell into a familiar pattern.

The main question for that seminar was about what a person is willing to do to achieve a goal and how does one justify their actions. This raised several other discussion topics like killing someone being a mercy not cruelty (euthanasia), being manipulated with

being more common than one would like to admit (babies and mothers), and whether one would like to know when they are being manipulated with. In their discussions students often referred back to the earlier conversations, trying to solidify their previous point by new proof but in several cases also withdrawing their earlier point of view in the light of new arguments.

After a few learners made comments about the obviousness of manipulation being the main topic in “The Hunger Games”, the student who had finished reading “The Maze Runner” and decided to enjoy some free time instead of continuing with the series in week five, chose to start reading “The Hunger Games” instead to understand their arguments better. The student had seen the movies but was unable to draw that kind of conclusions relating to manipulation from the film, which made them realize the book held more information crucial for the appreciation of the story.

Two students reading “Cinder” discussed in their journals they did not like the story being closely based on a classic fairy tale as it told the reader what to expect. One of the learners further commented that in spite of knowing the direction the story is headed in, they were still interested in reading it in order to find out how the elements of a fairy tale have been adjusted to the dystopian setting. “I think this is the author’s way of manipulating me into reading it,” they wrote. “I love the wit of it, but I hate it for manipulating me so easily.”

2.2.7. Week seven: My relationship to reading literature

The last week of the course was the time of conclusions. Final seminar took place on Friday where in addition to speaking about the endings of the books, students’ attitudes towards reading, literature, and dystopian young adult novels were discussed (see Appendix 7). Students were encouraged to reflect on their expectations for the course and whether or not these had been met.

As one of the course requirements was writing a self-reflection, guidelines for the task were presented and discussed and in accordance with students' preferences a deadline was set for the following Wednesday, leaving students five days to complete the task. It was agreed upon a reminder being sent 24 hours before the deadline. Even though several students completed their self-reflections the very same day, most works were uploaded within the last five hours before the deadline.

All but two students completed the course successfully. Those who failed did not present any written assignments and, in comparison to their classmates and regardless to several attempts to encourage them to speak up or hand in their assignments, remained inactive during class discussions speaking mainly about the events in the book they read ("Cinder" by Marissa Meyer).

Teaching the course was successful. Seven discussion seminars took place where students who read the same book first shared their experiences and later predetermined topics were discussed. All students participated in the discussions, but some did not hand in their written work. Teaching and testing stage brought out some mistakes made in the planning period of the course but with some effort these can be corrected.

2.3. Evaluating the Course

In order to evaluate how successful the course was, the results have to be compared to the aims set. In the case course under discussion, the aims were to increase the students' reading motivation while developing their communication, collaboration, and self-expression skills. It is also important to evaluate whether the learning outcomes were met. The following chapter discusses the successes and shortcomings of the designed course on the basis of its aims and learning outcomes as well as other issues discovered during the course-testing period. Evaluation is based on the teacher's notes and the students' self-

reflections about various aspects of the course. The reflections have been given a three-letter code where the first two letters indicate the book the student read, and the number shows the order in which the works were handed in. “HG1”, for example, means that the student who wrote the reflection was the first learner reading “The Hunger Games” to hand in their work, “CI3” indicates the third person who read “Cinder”, and “UG2” the second who handed in their self-reflection after having read “Uglies” throughout the course.

The abbreviations used in the students’ codes to indicate the books, are as follows:

- “Uglies” – UG
- “The Hunger Games” – HG
- “The Maze Runner” – MR
- “The Divergent” - DI
- “Cinder” – CI

Out of 22 students, two did not compose a reading journal nor handed in the self-reflection in time, which meant that they failed the course.

2.3.1. Design and planning

The design of the literature course in English as a foreign language class was based on various factors. Curriculum requirements had to be met, an approach needed to be chosen and modified to best fit the needs of particular students, and lessons had to be planned. In addition to the restrictions and liberties provided by the national curriculum and the school’s policies, the students’ learning history and experiences had to be considered.

As 35 lessons of 45 minutes were provided for the course, the same amount of time was prepared for when drawing up lesson plans. Even though creating discussion is the focus of the method, Hammad (2012) suggests designating ample time for reading itself in her research of the personal growth model of teaching literature. The decision to divide course

time into 21 lessons of independent reading and 14 discussion seminars was approved by the school authorities as well as the students.

The learners were “positively surprised” they were provided with reading time within the timetable, which meant they were not required to read for school in their free time. At the same time, the students reported in their self-reflections that they wanted to feel comfortable when reading dystopian novels and therefore chose to use their school hours for “traditional homework”, which led to most of them reading in the evenings or between doing other school tasks in order to rest a little.

The students liked that they had been presented with a recommended reading schedule that helped them plan their reading in order to avoid leaving it to the last minute. Several learners commented on the positive effects that this arrangement had on the group discussions as most of the students were at the same point with their reading and therefore had what seemed like a more equal footing for the seminars. One student wrote:

It also helped me to have time between the readings so I could think through what I had read.
(MR7)

This means that having a plan to follow also meant that, when the allotted reading was done in time, the students had an opportunity to reflect on the material and feel prepared to express their point of view in the seminars.

An issue regarding the amount of reading and planning was revealed at the end of the course. In their reflections, several students mentioned having to read two books at the same time in two different languages, and they considered it confusing. The situation occurred because even though the other language and literature teachers at the school were consulted on which literary works were being used with those particular students, their reading schedule was not discussed. As a result, the students had a three-week period at the beginning of the course where they had to work with American literature and simultaneously read “Truth and Justice” by Anton Hansen Tammsaare for their Estonian literature course.

Had this been known to both literature teachers beforehand, some steps could have been taken to ease the situation for the learners. If the course division for the school year allows it, keeping different literature courses from falling to the same period would be desirable. Naturally it is not always possible but then better teacher-cooperation would be the key. Several students mentioned in their reflections, however, that reading for the American literature course was more pleasurable than reading for its Estonian counterpart because they could “see themselves” in dystopian stories and did not have to read about “old men”.

While it was known during the design process that the course would be taught from the beginning of March to late April, calendar events like bank holidays were not considered in time. This led to some confusion during the course-testing period when discussion seminars were planned to take place on a Good Friday and had to be rescheduled within the framework of lessons available for the course. As a result, the independent reading time was shortened to 90 minutes that week: the discussion seminar took place on Tuesday instead and was halved in time to 45 minutes (see Table 2 for revised version of the course timetable).

Table 2. Course outline after changes in schedule

	Topic	Tuesday	Friday
Week 1	My relationship to reading literature	90-minute seminar + 45 minutes of reading	90 minutes of reading
Week 2	Society	135 minutes of reading	90-minute discussion seminar
Week 3	An individual	135 minutes of reading	90-minute discussion seminar
Week 4	Family	135 minutes of reading	90-minute discussion seminar
Week 5	Control	90 minutes of reading + 45-minute seminar	-
Week 6	Morals	135 minutes of reading	90-minute discussion seminar
Week 7	My relationship to reading literature	135 minutes of reading	90-minute discussion seminar

	33 lessons	18 lessons for independent reading 3 lessons for discussion seminars	2 lessons for independent reading 10 lessons for discussion seminars
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This planning error meant that the students needed to change their reading schedule as well and be prepared to discuss the week's topic significantly sooner. Nevertheless, none of the 20 self-reflections handed in at the end of the course reflected poorly on the seminar taking place on Tuesday as most of the students were accustomed to different reading patterns and were not affected by the change of plans. There were a few mentions of having too little time for discussion, but this was also said about several 90-minute seminars.

In order to ensure the literary texts were appropriate for the course needs, a preliminary choice of five 21st century dystopian young adult novels by American authors was made in the course designing process. "Uglies" by Scott Westerfeld, "The Hunger Games" by Suzanne Collins, "The Maze Runner" by James Dashner, "The Divergent" by Veronica Roth, and "Cinder" by Marissa Meyer were set as reading options for students to choose from. Even though it was deliberated at some point to allow only a certain number of students (5-6) to read one book in order to ease the organisation of class discussions by forming homogenous groups, the plan was soon dismissed in favour of not making students choose a book they are not interested in reading. As one of the main goals of the course was to motivate students to read, the freedom of choice was considered a priority over teaching comforts. The freedom resulted in the students reading only four out of five books on the list. The pre-course questionnaire revealed that almost half of the students had either read "Divergent" or seen its movie adaptation and were, therefore, more interested in the other titles.

In their self-reflections learners expressed gratitude for having an opportunity to choose what to read. While several students wrote that they would have liked to choose any

dystopian young adult novel written by an American author, instead of having a list for it, all of them dismissed the idea. They concluded themselves that they probably would have been too overwhelmed with endless options to make a good choice. However, one student wrote that while they liked the list of five possible reads, they would have preferred an additional option of making their own choice if none of the items on the set list seemed to cater to their interests.

This is, indeed, something to consider, but it has to be kept in mind that even five books proved to be difficult to discuss at once, as the student reflections also indicated.

Student who also liked having choices wrote:

There were too many different stories to really talk about all of them. I also think we would have had deeper discussions if everyone had read the same book. (HG6)

Despite not being able to get a detailed overview of each story, the learners were pleased with discussion topics for the seminars as they felt these were well-chosen and relevant in all the books. The weekly themes, which were determined by the content of the read novels as well as the aim to encourage students to express their opinions and experiences, were considered uncomplicated but interesting to discuss.

A student whose favourite theme was family, which was considered the best by most learners, claimed:

Discussion lessons were something different for me and they helped to answer some questions I had and also get the urge to read the other franchises. The topics were really well centered around the genre for better understanding. (HG3)

The other emotion-evoking topic was morals and, more specifically, the manipulation aspect of them. To quote another student:

The discussion topics were interesting and made me look at the story in a different aspect, which I liked. I hadn't done that before with any book so it was a new thing for me, and I'll use this method in the next books I will read. (MR7)

In relation to the discussions and their properties, one more miscalculation was made in the course design stage. While choosing the discussion topics and forming best possible

response-enthusing questions it was not taken into consideration that due to the Covid-19 pandemic there was a high possibility of the course being moved to online environments, which eventually happened. The whole seven-week course was taught and studied in the form of distance learning. The author of the present thesis feels confident in their ability to teach from distance but in the case of this course overestimated their experience with and availability of necessary online tools also freely accessible to the students.

As all the students have Google accounts and most online lessons of the school where the course was tested are taught using Google Meet, this was also the first choice of an environment for the literature course. What was not taken into consideration as it was not known to be a problem, was the fact that schools do not have a full Google account but a Google Suite access, which means (or at least did at the time) certain limitations to available options.

The first obstacle to successful course work was the lack of options for organising discussions in smaller groups. A free breakout rooms plugin was installed but creating different discussion spaces through that option meant starting several new meetings that were bothersome to join and leave. The colleagues were consulted for better tools and as a result, the environment called Wonder, which students had previously used in their geography lessons, was tested for two weeks. As it presented issues of its own, the course was returned to the Google Meet, which was limiting but more familiar.

Limits of the distance learning and effects they were presenting on the literature course did not go unnoticed by the students. As one student wrote:

It was a bit of a pity we wouldn't go to school, we had to do it through the web as well as other lessons. I personally think that it would definitely be more interesting to study this course in the classroom than at home. (MR2)

15 out of 20 participants mentioned in some way that they would have been more satisfied with the process if this course had been taught in an actual classroom. To quote one of them:

It definitely would have been better discussing covered topics in school eye to eye and forming groups in class, but what can you do? (HG6)

As a hindsight, it would have been wise to draw inspiration from higher education and to create a course on Moodle. The environment is used at the school and its Big Blue Button conference tool would have provided a better experience than those used. The questionnaire, reading journals, and self-reflections, which were done in Google Forms or Google Docs and shared via links through Tera (the environment for learning materials in the electronic diary platform Stuudium) could also have been presented on Moodle.

Another aspect of the course designing process that should be modified is the deadline for the final task (self-reflection). For the course designed and tested for the purposes of the present thesis, the deadline was discussed with the students and as per their request set for the eighth week, which was a school holiday. In order not to have students doing schoolwork in their free time meant for resting and relaxation before the next study period, the final week of the course should be redesigned. As the least amount of reading was left for the final week, the solution could be shortening the independent reading time by 45 minutes in order to replace it with the final seminar. The 90-minute discussion seminar could then be replaced with time allotted for writing the self-reflection. It would mean that the last discussion would be shorter but at the same time all the coursework would be finished by the end of the final week.

It was brought to the instructor's attention that while continuing reading the series or even starting a new story when finished with the chosen book was encouraged, there was a lack of instruction in place for these situations. It left students wondering if and how they should continue with their reading journals, which could have been avoided had it been considered beforehand.

Overall, the planning stage could have gone better but no irreparable mistakes surfaced during the course testing. All the errors can be corrected by more detailed

instructions for students and contingency plans in place for changes in time and schedule for the teacher.

2.3.2. Meeting the aims and learning outcomes

For deciding on the success of meeting the course aims, which were all set in relation to the learners' development, the student response was considered the most important input. As the present thesis previously discussed, these responses vary in their form and nature, making the process more challenging, but in order to eliminate the possibility of misreading the students' emotional response, especially due to the seminar discussions taking place in online environments, the emphasis was put on the learners' written reactions. Therefore, the students' questionnaire answers, reading journal entries, and self-reflections were used with a special attention to visible changes in their attitude.

According to their self-reflections, 17 students out of 20 who handed it in, felt they were more motivated to read for pleasure than they had been at the beginning of the course, two said their attitude towards reading was positive but unchanged, and one said they had not liked reading before the course and felt the same afterwards. The student did point out that they had made a conscious decision not to try listening to an audiobook which could have proven itself a more pleasurable medium. Hinting at a strong disposition against reading, they wrote:

Did I learn something from all this? Yes. Did I start to like it? I guess, you could say I'm determined not ... feel like I don't have to, sort of. (HG4)

Overall, with 85% of the course participants admittedly being more motivated to read for pleasure, and none of the students claiming to like it less than before, it can be noted that the first aim, to raise the students' reading motivation, was met.

While discussing what they learned the most throughout the course, almost all the students mentioned lexis development, and several noted the improvement of self-expression skills. A student claimed:

This course helped me put my thoughts into words and gain motivation to start reading more again. (HG6)

At the same time, another wrote that they had never written so much in English before, and keeping the reading journal truly improved their writing skills. Their progress had also been positively acknowledged by another English teacher.

Even though the students admitted feeling encouraged to actively participate in the discussions, some felt held back by the online environment. One of them wrote:

I am not scared to say, I would have participated more if we had been in the actual classroom. That's because online meetings sometimes cause me some weird anxiety that makes it hard for me to unmute myself, even if I have something to say. (HG6)

As previously discussed, due to the pandemic situation there was no choice given in the matter of teaching online or in an actual classroom, but perhaps some of the negativity and anxiety towards online learning would have been lesser if the choice of those environments had been better. Choosing an environment like Moodle would have offered stability that was lacking in the experiences with Google Meet and Wonder.

Technological difficulties aside, students commented on the positive effects talking about the books had had on their relationship with their mates. One student wrote:

Talking about it made me feel like being part of a group that goes through similar experience. . . / Discussing the topics with my classmates made me closer with them and I learned a lot about them and how they understand those topics. (MR3)

Another student mused:

Perhaps dystopian literature influences me to behave more thoughtfully than any other genre. My favourite topics were manipulation and government control because discussing them required

digging deep into the brain, and when I was already so deep, I dragged along all sorts of conspiratorial questions about worldview, subconscious mind, and deceptive freedom. (MR6)

They commented on being amazed by themselves and their capacity to think comprehensively. To quote one of the students:

So, on Friday evenings my mind flourished, and I was able to amuse myself while just questioning everything. This was indisputably the most enjoyable homework. (MR6)

Reflections like these demonstrate that even though the course had some difficulties, the other aims set for improving language, self-expression, and cooperation skills were met as well.

There were several errors made in the design and preparation stages of this course. Not consulting the calendar and the other literature-teaching colleagues as well as not sufficiently preparing for distance learning left their mark on the course and better results could have been achieved if these mistakes had been avoided. At the same time, the students were actively participating throughout the seven weeks and reported positively on the general effects.

It made me think and watch things from other aspects. For example, what I can do to make others feel safe and sound around me, or how I can help someone when I see them struggling – things like that. (MR1)

I got to see how important trust between people is, even if they are related or pure strangers. For you to give your part in a community which relies on teamwork and during the survival moments. (MR5)

I liked this course because it was fun to read something more youthful, not like in Estonian literature where we have to read old books about adults. (UG1)

I felt connected to the characters, there were times when I was on the edge of my seat, and I could feel their emotions while reading. Writing my thoughts and feelings into the reading journal was great therapy. (HG5)

The learners admitted to being able to recognise the characteristics of the dystopian genre and demonstrated that ability in class discussions where they also described and

assessed situations presented by literature from their personal perspectives. Lively discussions demonstrated the students' ability to present their ideas as well as analyse contexts provided by the text. They continuously managed their time by following the recommended reading schedule and reflected on their experiences both in the online classroom and in their written assignments, therefore achieving the learning outcomes.

The testing period offered valuable insights into the course-creating process and illuminated aspects which need more consideration. To improve the course, the following steps are recommended:

- The course and its lesson plans are modified according to the period of teaching, i.e., the calendar is consulted and the events which might affect the lessons are taken into consideration
- The environments used are purposefully planned, the sudden need for an online environment is prepared for
- The other literature teachers are consulted and the students' reading schedules are discussed to ensure minimal overlapping of book-reading tasks

If the problems that arose during the test-teaching of the piloted course are addressed, the course can be successfully taught in the future.

CONCLUSION

The upper secondary education, as stated in the Estonian national curriculum (2014), should support the learners' development in various areas, the general topic in all fields being the individual's role in the world. Through all courses, whether they be maths and physics, or language and literature, the students' mental, physical, moral, social, and emotional growth are to be supported in order to develop the learners into successful citizens of the world. It is proven by several research in linguistics and psychology that literature can be an effective tool for achieving these aims.

The aim of the present thesis was to create a course in American literature that follows the model, which is not focused on achieving cultural competency or improving certain language skills, but rather on ways to turn students into more motivated readers and learners. As reading is proven to improve analytical and reflection skills as well as to aid students in understanding themselves and their surroundings better, encouraging students to read seems to be the key to their development and life-long learning. In addition to that the purpose and reasons for teaching literature were explained, and an overview of what and how to teach was given. Considering the literature and the aims of the course, the personal growth model was applied.

The course described in the present thesis was designed around the use of 21st century American literature in English as a foreign language class. Instead of classic literary works discussed in literature textbooks and found on set lists around the world, five dystopian young adult novels which could be seen more as an entertainment than homework were used as the reading material. 33 lessons available for the course were divided into independent reading time and discussion seminars, for the latter of which seven question-based lesson plans were designed. Each discussion was assigned with the general topic which would be present in the literature and would also allow students to draw from their personal

experiences. Throughout the course, students were encouraged to reflect on these experiences and express their opinions as recommended by Hammad (2012).

After the planning period, an American literature course of dystopian young adult novels was taught to 22 students between the ages 17 and 18 in an Estonian gymnasium. The 11th grade students had specialised in the English language and had an estimated language level of B2. During the seven-week course that lasted from early March to late April 2021, the topics that were focused on were students' relationship to reading, which was discussed twice, society, an individual, family, control, and morals. Students participated in class discussions, kept reading journals on their experiences, and handed in a self-reflection.

According to the students' responses during and after the course, they were happy with the choice of the genre and the possibility to choose what they wanted to read from the selection of books instead of being presented with a title. Whilst they enjoyed having allotted lesson time to read so they did not have to do it in their free time as regular homework, most students used that time to do other schoolwork and read the book in the evenings or during the weekends. Learners were pleased with being provided a recommended reading schedule which helped them develop their time management skills. Discussion topics set for the classes were considered relevant and well-chosen for encouraging both conversation and reflection.

During the course planning process several errors were made which affected mostly the teaching process but, if avoided, would have improved the experience for students as well. There was not much to be done about the pandemic situation which led to distance learning but if the high probability of school moving online had been taken into account during the planning process, there would have been a higher chance of avoiding problems connected to the learning environments used in the teaching part of the course. 35 lessons had been counted on, but as it often happens in real world, things change and some lessons

have to be cancelled. Had this been taken into consideration, there would have been less worry for the teacher when plans had to be changed due to the bank holiday.

Most students admitted in their self-reflections to the course changing them to become more motivated to read literature. All students recognised an improvement in their vocabulary as well as expression skills, both in speaking and writing. Participating in discussions and doing tasks of keeping a reading journal as well as writing a self-reflection were said to induce thinking about different topics like their role in the world. Even though not all the participants confessed to liking reading more after the course, they all admitted that reading was beneficial to developing various skills and knowledge can be obtained from fiction as well as textbooks. Several students, having finished their book, continued with the series or chose another story from the list, demonstrating further motivation to read.

Considering student response, it can be confidently concluded that aims and outcomes set for the course were fully achieved. When mistakes made in the planning process of the course are considered and corrected, the course could be successfully taught in the future. Recommendations for doing so were also offered.

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APPENDIXES

Appendix 1. Lesson Plans for Week 1

Discussion seminar 1 – Introduction to the course. My relationship to reading literature

Topics: introduction to the course, learners' relationships to reading literature/reading for pleasure, choice of books

Time: 90 minutes

Learning outcomes: Students

- are familiar with the course outline and requirements
- know their assessment is nondistinctive and to pass the course, they need to
 - actively participate in a minimum of 75% of the seminars (10.5),
 - create a reading journal with at least one entry per week,
 - and at the end of the course hand in a self-reflection
- express their initial thoughts about reading literature
- choose the book they are going to read during the course
- describe dystopian young adult literature.

Activity 1: Presentation about the course requirements.

Students see a short PowerPoint presentation about the course outline (35 lessons divided into 21 independent reading lessons and 14 discussion seminars), assessment (nondistinctive), course requirements, and books that form the set list from which to choose. The recommended reading schedule is introduced.

Course requirements:

- Attend a minimum of 75% of the seminars and actively participate in the discussion
- Create a reading journal and write at least one entry each week where you describe how you read, how long it took you, what did you think about when reading, and which new words did you learn
- Hand in a written self-reflection at the end of the course

Recommended reading schedule:

- “Uglies” – 8 chapters per week
- “The Hunger Games” – 4 chapters per week

- “The Maze Runner” – 9 chapters per week
- “The Divergent” – 6 chapters per week
- “Cinder” – 6 chapters per week

Activity 2: Questionnaire about relationship to reading literature

Students fill out a brief questionnaire about their general reading habits, preferences, and attitudes toward reading, as well as expectations to the course, their choice of book to read and reasons behind it.

Activity 3: Discussion about literature and reading

What do you consider literature? Do you like to read? Why (not)? Have you read dystopian (young adult) novels? What do you expect to learn during this course? How can reading help you? What are your reasons to read? How do you do it?

Activity 4: Homework

Students are given instructions how to successfully start with their independent reading and what to do next. Information on how to access the books is given. Students are instructed with creating a reading journal and sharing its link with the teacher on Tera. It is explained that they are expected to start reading this very week and the focus topic for the following week is society.

Discussion seminar is followed by 3 x 45 minutes independent reading time in week 1.

Appendix 2. Lesson Plans for Week 2

Discussion seminar 2 – Society

The seminar is preceded by 3 x 45 minutes of independent reading time in week 2.

Topics: initial reading experience, society in dystopian literature, society we live in

Time: 90 minutes

Learning outcomes: Students

- talk about their reading experiences
- describe the events of the books
- define ‘society’
- recognise the features of a dystopian society
- compare the general description to the book they read
- describe the society we live in.

Activity 1: Discussion on reading experiences

Students are divided into groups of 4-5 people and tasked with talking about their reading experience. What book did they choose? How did they read (on paper, e-book, audio book)? When did they read? Did they enjoy it? How was the book?

Activity 2: Describing the events of the book

Students are divided into groups according to books they read. What happened in the story? Which characters are introduced? What do you know about them? What are they like? Do you like them? Why (not)? Who is the protagonist of the story? What kind of emotions are the characters feeling? How can you tell?

Activity 3: Defining society

Classwork. Think about different types of societies. What is society? How would you describe the society you live in? What about the society in the book you read? How are the two similar? How are they different? How would you describe dystopian society?

Activity 4: Homework

Students are reminded to keep reading and adding to their reading journals.

Appendix 3. Lesson Plans for Week 3

Discussion seminar 3 – An individual

The seminar is preceded by 3 x 45 minutes of independent reading time in week 3.

Topics: reading experience, an individual in dystopia, my role in my world

Time: 90 minutes

Learning outcomes: Students

- talk about their reading experiences
- describe the events of the books
- analyse different roles individuals can play in a society
- describe various main characters and their roles.

Activity 1: Discussion on reading experiences

Students are divided into groups of 4-5 people and tasked with talking about their reading experience. How did they read (on paper, e-book, audio book)? When did they read? Did they enjoy it? How was the book? Was anything different from the previous week?

Activity 2: Describing the events of the book

Students are divided into groups according to books they read. What happened in the story? What do you know about the characters now? What are they like? Do you like them? Why (not)? Has anything changed in that regard? What kind of emotions are the characters feeling? How can you tell? What was the most interesting thing that happened?

Activity 3: An individual and their role

Classwork. Think about different types of individuals. How would you describe them? How would you describe yourself? What kind of adjectives would you use? Would you describe the looks, the characteristics, or something else? What can a person do? What do they have to do? What is the protagonist's role in the story? How would you tell the story?

What kind of roles do you have in your life? Whose life do you affect? Who affects yours?

Activity 4: Homework

Students are reminded to keep reading and adding to their reading journals.

Appendix 4. Lesson Plans for Week 4

Discussion seminar 4 – Family

The seminar is preceded by 3 x 45 minutes of independent reading time in week 4.

Topics: reading experience, family in dystopia, family's importance in my life

Time: 90 minutes

Learning outcomes: Students

- talk about their reading experiences
- describe the events of the books
- analyse the effect families can have on us
- describe families in the books they read and how they differ from each other.

Activity 1: Discussion on reading experiences

Students are divided into groups of 4-5 people and tasked with talking about their reading experience. How did they read (on paper, e-book, audio book)? When did they read? Did they enjoy it? How was the book? Was anything different from the previous week?

Activity 2: Describing the events of the book

Students are divided into groups according to books they read. What happened in the story? What do you know about the characters now? What are they like? Do you like them? Why (not)? Has anything changed in that regard? What kind of emotions are the characters feeling? How can you tell? What was the most interesting thing that happened?

Activity 3: Family in dystopia and in your life

Classwork. What is a family? How would you define it? What kind of families do you see in this story? What are these families like? Who make up a family? What's the role of family in life and in this book? What is your family like? What does family mean to you? What would you do for them? What do you do for them? What kind of responsibilities do you have to them?

Activity 4: Homework

Students are reminded to keep reading and adding to their reading journals.

Appendix 5. Lesson Plans for Week 5

Discussion seminar 5 – Control

The seminar is preceded by 3 x 45 minutes of independent reading time in week 5.

Topics: reading experience, control in dystopia, government and governing

Time: 90 minutes

Learning outcomes: Students

- talk about their reading experiences and describe the events of the books
- discuss various governments
- define control
- describe different ways of control present in their books and compare it to control in their own lives.

Activity 1: Discussion on reading experiences

Students are divided into groups of 4-5 people and tasked with talking about their reading experience. How did they read (on paper, e-book, audio book)? When did they read? Did they enjoy it? How was the book? Was anything different from the previous week?

Activity 2: Describing the events of the book

Students are divided into groups according to books they read. What happened in the story? What do you know about the characters now? What are they like? Do you like them? Why (not)? Has anything changed in that regard? What kind of emotions are the characters feeling? How can you tell? What was the most interesting thing that happened?

Activity 3: Control and government

Classwork. What is government? Who rules in dystopia? What kind of governments can we see? How would you describe the rulers and the rule itself? What kind of role does a president/ king/ governor/ leader in dystopian society have? How did they come to power? How have they held on to it? How would you define control? How can people be controlled? Who do you control? How is control enforced?

Activity 4: Homework

Students are reminded to keep reading and adding to their reading journals.

Appendix 6. Lesson Plans for Week 6

Discussion seminar 6 – Morals

The seminar is preceded by 3 x 45 minutes of independent reading time in week 6.

Topics: reading experience, morals, lies and manipulation

Time: 90 minutes

Learning outcomes: Students

- talk about their reading experiences
- describe the events of the books
- define morals
- discuss benefits and disadvantages of manipulation
- describe manipulation in the books they read and in their own lives.

Activity 1: Discussion on reading experiences

Students are divided into groups of 4-5 people and tasked with talking about their reading experience. How did they read (on paper, e-book, audio book)? When did they read? Did they enjoy it? How was the book? Was anything different from the previous week?

Activity 2: Describing the events of the book

Students are divided into groups according to books they read. What happened in the story? What do you know about the characters now? What are they like? Do you like them? Why (not)? Has anything changed in that regard? What kind of emotions are the characters feeling? How can you tell? What was the most interesting thing that happened?

Activity 3: Morals and manipulation

Classwork. What are morals? What kind of moral principles can you see in the book? Which morals are important to you? What is manipulation? Have you ever manipulated anyone? Have you been manipulated with? What does it feel like? Why people do it? What kinds of manipulation can we see in these books? Would you prefer knowing you are being manipulated or not?

Activity 4: Homework

Students are reminded to keep reading and adding to their reading journals.

Appendix 7. Lesson Plans for Week 7

Discussion seminar 7 – My relationship to reading literature. Conclusion of the course.

The seminar is preceded by 3 x 45 minutes of independent reading time in week 7.

Topics: conclusion of the course, learners' relationships to reading literature/reading for pleasure

Time: 90 minutes

Learning outcomes: Students

- describe their reading experiences
- reflect on the course and their performance
- express their thoughts about reading literature
- know the requirements for the self-reflection.

Activity 1: Discussion on reading experiences

Students are divided into groups of 4-5 people and tasked with talking about their reading experience. How did they read (on paper, e-book, audio book)? When did they read? Did they enjoy it? How was the book? Was anything different from the previous week?

Activity 2: Describing the events of the book

Students are divided into groups according to books they read. What happened in the story? How did it end? Have the characters changed? What are they like? Do you like them now? Why (not)? Has anything changed in that regard? What kind of emotions are the characters feeling? How can you tell? What was the most interesting thing that happened? Did you like the book? Why (not)?

Activity 3: Discussion about literature and reading

What do you think about reading and literature? Has your opinion changed? How? Did you learn what you expected to during this course? Why do you think it was? What did you like? What could have been different?

Activity 4: Self-reflection

Students are given instructions how to compose their self-reflections. Deadline for the work is discussed and set.

Instructions for the self-reflection:

Discuss your experience with this course. You may use the following questions

- How did you feel taking this course and reading the book you chose?
- What do you think about reading for pleasure? Did that opinion change during the course?
- Which book did you read and why did you choose that one? If there is a movie based on the book, have you seen it? How would you compare it to the book?
- What did you think about the book you read? Explain.
- Describe the way you read? Discuss when and where. How long did it take you? How did you feel about the activity?
- What do you think about the course? List positives and negatives. Explain. What did you think of the discussion topics?
- How did you do? What could you have done differently?
- How did the course affect your knowledge, skills, and/or studies?

Your self-reflection has to be about 2 pages long (1.5 line spacing, 12 p Times New Roman). There is no strict format requirement. It is not an essay, but you do have to write in full sentences and compile a coherent text.

This is not a form to fill out. If you choose to follow the given questions, do not write them down but try to answer them in a way that forms a text. Feel free to change the order. Questions are here to help you to reflect on the course, your own reading and learning experience as well as the book and topics we discussed.

There are no right and wrong answers, so you are kindly asked to be as honest as you were during our discussions. Write what you think, not what you believe the teacher wants to read. The deadline for the self-reflection and your reading journals is midnight of Wednesday, April 21st.

You have passed the task when you have posted your work within deadline, met the length criteria and discussed the course, your reading and learning experience, and the book.

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Gerly Lehtmets

Designing and Teaching an American Literature Course on Dystopian Young Adult Novels [Düstoopilistel noorteromaanidel põhineva Ameerika kirjanduse kursuse loomine ja õpetamine]

Magistritöö

2021

Lehekülgede arv: 60

Käesoleva magistritöö eesmärk on luua düstoopilistele noorteromaanidele tuginev Ameerika kirjanduse kursus, mis järgib isikliku kasvu mudelit. Kursuse eesmärk on anda õpilastele ülevaade düstoopia kui kirjandusžanri põhielementidest ja arendada noortes huvi ilukirjanduse lugemise kui enese arendamise võimaluse vastu. Lugemises nähakse antud kursusel võimalust parandada nii keeleoskusi kui teisi pädevusi, sealhulgas suhtlus- ja eneseväljendusoskust.

Antud töö koosneb kirjanduse ülevaatest ja empiirilisest osast. Kirjandusülevaade keskendub kirjanduse õpetamisele koolis ja valikutele, millega õpetajad silmitsi seisavad. Töö empiirilises osas kirjeldatakse kursuse kavandamise ja läbi viimise protsessi ning analüüsatakse õpetaja märkmetele ja õpilaste eneserefleksioidile tuginedes kursuse eesmärke ja tulemusi. Kursus on jaotatud seitsmele nädalale, mis omakorda jagunevad iseseisvale lugemisele pühendatud ajaks ja aruteluseminarideks. Seminaridest esimesel ja viimasel arutatakse õppija suhet kirjandusega, ülejäänud nädalatel aga loetud raamatute läbivaid teemasid nagu ühiskond, indiviid, perekond, kontroll ja moraal. Aruteluseminarides kasutatakse meetodeid nagu klassidiskussioon, rühmatöö, paaristöö ja iseseisev töö. Kursuse jooksul peavad õppijad lugemispäevikut ja kursuse lõppedes koostavad osalejad eneserefleksiioni, kus arutlevad nii loetu kui kursusel kogetu üle.

Kursuse testimise käigus tuli välja vigu planeerimisetapis, sest piisaval määral ei oldud arvestatud distantsõppe eripärade ja riigipühadega. Õppijate eneserefleksioidest ilmneb, et kuigi mitte kõigi osalejate arvamus lugemise osas ei paranenud, avastati aspekte, mis teevad kirjanduse lugemise õpilastele kasulikuks. Osalenud ise hindasid, et kursuse lõppedes oli suurenenud nende sõnavara, paranenud eneseväljendus- ja suhtlemisoskused ning valdavalt kasvanud motivatsioon ka vabal ajal kirjandust lugeda. Testperioodile tuginedes anti soovitusi, kuidas tehtud vigu parandada ja tulevikus kursust edukalt õpetada.

Märksõnad: inglise keel, gümnaasiumi riiklik õppekava, ameerika kirjandus, düstoopiline noorteromaan, eneserefleksioon, kirjanduse õpetamine, lugemine

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