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**USING LITERATURE TO DEVELOP CRITICAL THINKING SKILLS IN UPPER
SECONDARY STUDENTS**

MA thesis

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ABSTRACT

Critical thinking skills are important in the twenty-first century. Access to information is relatively easy nowadays, and therefore students need to be able to approach it critically in order to understand whether the information that they are receiving is either true or false. One way how to develop critical thinking skills in students is to use literary texts in English as a foreign language classes. The aim of this MA thesis is to find out whether literature can be used to develop critical thinking skills in upper secondary students. To do that the author created eight lesson plans based on Aldous Huxley's dystopian novel *Brave New World*.

This thesis consists of an introduction, two chapters, a conclusion, a list of references, and eight appendices. The first chapter aims to give an overview of using literature in English as a foreign language classes and critical thinking, and it is divided into three sections. The second chapter of the thesis focusses on the empirical study conducted in an upper secondary school in Tallinn, Estonia. The participants were twenty-four Year 12 upper secondary school students of the school. Also, it explains the methodology used, discusses results, and ends with a discussion.

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INTRODUCTION

Before discussing what use can be made of using literature in language class, the word *literature* should be defined. Cambridge Dictionary defines *literature* as “written artistic works, especially those with a high and lasting artistic value”. A definition provided by Oxford English Dictionary states that *literature* is “written work valued for superior or lasting artistic merit”. Lazere (1987: 3) claims that literature could be considered an academic discipline that “can come closest to encompassing the full range of mental traits currently considered to comprise critical thinking”.

However, defining *literature* may be more difficult than expected. Terry Eagleton, British literary theorist, argues in his introduction to *Literary Theory: An Introduction* (first published in 1983) that there is no one definition of literature because people define and categorize it through their value-judgments which “refer in the end not simply to private taste, but to the assumptions by which certain social groups exercise and maintain power over others” (Eagleton 1996: 14). Eagleton offers different definitions, analyses and critiques these definitions, but concludes that there is no objective definition of literature. Moreover, Eagleton claims that the definition of literature is subjective as people are affected by their ideologies when reading a text and, therefore, everyone’s interpretation of literature is different. Eagleton (1996: 13) defines ideology as “the modes of feeling, valuing, perceiving, and believing which have some kind of relation to the maintenance and reproduction of social power”. So, it could be said that although different dictionaries offer their definition of literature, the real meaning of it is personal and affected by a person’s value-judgments and ideologies.

Using literature in English as a foreign language classes has become popular again during the last few decades. Scholars and teachers have become more and more interested in the advantages of using literature in language classes (Bobkina & Stefanova 2016: 678).

However, there have been moments when literature was not included in the language classrooms. In the early 1900s, literature was used along with the grammar translation method. This method used literary texts as “illustrations of the grammatical rules” (Duff & Maley 1990: 3). The texts were used to learn grammar structures and vocabulary (Bobkina & Stefanova 2016: 678). However, the deeper meaning of the text and how it could be interpreted was not considered important. In the mid-twentieth century, literature did not have its place in the language classrooms and the main focus was on linguistics (Carter 2007). Despite different viewpoints, literature has found its way back to the language classrooms and numerous teachers and scholars encourage the inclusion of literature in language teaching. That is also why a whole new paradigm of studies involving literature and culture emerged in the 1980s and 1990s (Bobkina & Stefanova 2016: 678). There are many works that highlight the importance of using literature in the foreign language classroom because it develops critical thinking skills and creativity in students (Alvarez, Calvete, & Sarasa 2012; Ghosn 2002; Sivasubramaniam 2006; Van 2009; Yaqoob 2011).

Critical thinking skills are important in the twenty-first century. Access to information is relatively easy nowadays and therefore students need to be able to approach it critically in order to understand whether the information that they are receiving is either true or false. It should also be considered that as we are living in the post-truth era, students need to make their decisions based on facts, not on emotions. Cambridge Dictionary defines *post-truth* as “relating to a situation in which people are more likely to accept an argument based on their emotions and beliefs, rather than one based on facts“. Being able to think critically makes decision-making easier, as it encourages students to consider facts and arrive at conclusions. What’s more, critical thinking skills are useful at school as students using them are more successful. Murawski (2014: 25) claims that “typically, students who implement critical thinking skills approach the courseware in a more thoughtful and effective

manner, ask more challenging questions and participate in the learning process more intensely”. So, critical thinking is important in the classroom as well.

Also, it is stated in the Estonian National Curriculum for Upper Secondary Schools (Vabariigi Valitsuse 6. jaanuari 2011. a. määruse nr. 2 “Gümnaasiumi riiklik õppekava” lisa 2) under paragraph 5 titled *Competences in Upper Secondary School* that upon graduating an upper secondary school, a student “thinks critically and creatively, develops and values his or her own and others’ ideas, provides justification for his or her choices and positions”. It also states that one aim of teaching foreign languages is to develop critical thinking skills. This includes teaching students to reflect on their values and ethical beliefs, helping them to learn how to collect and generalize information, express and defend their viewpoints while respecting others. It is also stated in *The Estonian Lifelong Learning Strategy 2020* under chapter 7, titled *Strategic Goals and Measures*, that “a teacher is a person who creates connections and shapes value judgements, whose task is to develop critical and creative thinking in a student”. Moreover, developing critical thinking skills is also listed under key competences in the same document and is considered an important component of education.

Although, the importance of being able to think critically is stressed in educational documents and widely discussed, it is still relatively unclear how to develop critical thinking skills in students. The situation is made even more difficult by the fact that critical thinking could be defined in different ways and it is approached diversely. Paul et al (1989: 10) claim that the word critical is not used to mean something negative or faulty. Instead, it is rather used to describe the way of thinking which “evaluates reasons and brings thought and action in line with our evaluations, our best sense of what is true”. They continue that ideally a critical thinker could be described as a “reasonable person” who evaluates reasons and evidence by making relevant decisions, avoiding inconsistency and contradiction, and who distinguishes what they know from what is merely suspected to be true (Ibid.). In addition,

Murawski (2014: 25) claims that critical “implies evaluation of thoughts, ideas or judgments with awareness, creativity and refinement of these processes as needed”.

When it comes to the characteristics of a critical thinker, Murawski (2014: 26) argues that critical thinkers use a variety of techniques to approach problems from different perspectives, as it helps to come up with different ideas before choosing “a course of action”. It is also claimed that critical thinkers are “sensitive to their own limitations and predispositions”, and therefore they consider their ideas and solutions carefully in order to refine their ideas and foresee negative responses (Ibid.). They are more focussed although they receive the same amount of distractions than everyone else. Critical thinkers are just more able resolve their issues and move forward with their work. So, it could be argued that critical thinkers typically (Ruggiero 2012, cited in Murawski 2014: 26):

- Acknowledge personal limitations.
- See problems as exciting challenges.
- Have understanding as a goal.
- Use evidence to make judgments.
- Are interested in others’ ideas.
- Are sceptical of extreme views.
- Think before acting.
- Avoid emotionalism
- Keep an open mind
- Engage in active listening

According to Murawski (2014: 27), it is fundamental to realise the importance of critical thinking. Murawski (Ibid.) adds that “students who develop critical thinking skills often practice those skills well into latter life” and claims that being able to think critically could

very likely change one's life forever. It is also stated that critical thinking skills are important to being successful at work as well.

The motivation for researching whether literature could be used to develop critical thinking skills in upper secondary students derives from the fact that the author of this paper has previously experienced the advantages of using literature in English as a foreign language classes. More precisely, the author has felt that discussing different literary texts has enabled him to connect the fictional world with the familiar world and see life from different perspectives. Moreover, the author feels that reading and discussing literature develops various useful skills (e.g. language, vocabulary, and communicating skills) at the same time.

The aim on this paper is to find out whether literature can be used to develop critical thinking skills in upper secondary students. To do that the author created eight lesson plans based on Aldous Huxley's dystopian novel *Brave New World*. The paper consists of two chapters. The first chapter aims to give an overview of using literature in English as a foreign language classes and critical thinking, and it is divided into three sections. The second chapter of the thesis focusses on the empirical study conducted with twenty-four Year 12 students in an upper secondary school in Tallinn, Estonia. Also, it explains the methodology used, discusses results and ends with a discussion. Finally, it should be noted that the eight lessons were taught during an English literature course which is a part of the school's language programme, and therefore the same lessons could be taught in English as a foreign language course as well, since developing students' language and communicative skills are among the aims of the English literature course.

CHAPTER I: USING LITERATURE IN ENGLISH AS A FOREIGN LANGUAGE CLASSES AND CRITICAL THINKING SKILLS

This chapter covers the literature review on using literature in English as a foreign language classes and discusses what thinking and critical thinking are, and how they could be developed. Firstly, section 1.1 gives an overview of what use can be made of using literature in language classes. Secondly, section 1.2 discusses which texts to use in language classes. Finally, section 1.3 discusses thinking and critical thinking, different approaches used for developing it, and using literature to develop critical thinking skills.

1.1 What Use Can Be Made of Using Literature in Language Classes

This section discusses what are different advantages of using literary text in language classes and what are some of the problems that occur with using literature in language classes. It will also be discussed what teachers should keep in mind when it comes to the length of a novel discussed in English as a foreign language class and how to make reading and responding to questions easier.

Scholars stress different advantages of literary texts when explaining why literature should be integrated in the language classroom. Literature can function as a natural medium through which students can become familiar with the type of thinking and reasoning expected from them in academic classes (Aghagolzadeh & Tajabadi 2012: 208). Authentic texts help students to develop their skills in finding the main idea in a text and supporting details; comparing and contrasting; looking cause-effect relationships; evaluating evidence and familiarising themselves with words and phrases needed to discuss their ideas as well (Ibid.). Using literature in EFL classes, according to Van (2009), provides students with meaningful contexts, develops grammar and vocabulary skills, encourages critical thinking, and is in accordance with communicative language teaching principles.

Some scholars (Collie & Slater 1987, Floris 2004, Hernández Riwes Cruz 2010, Tayebipour 2009, Van 2009) claim that literature develops students' understanding of culture and intercultural awareness. Using novels in EFL classes gives students, according to Lazar (1990: 205), "a tantalizing glimpse of another culture – a glimpse which has the imaginative appeal of 'felt life', with all its nuances and contradictions". Along the same line, Bobkina & Stefanova (2016: 677) believe that analysing a fictional work while studying a foreign language offers students a chance to "explore, interpret, and understand the world around them". Aghagolzadeh and Tajabadi (2012: 205) add that using literature in foreign language classes "enhances students' cultural understanding, facilitates critical thinking and improves language skills". When it comes to older sources, it is evident that using literature in the EFL classes was supported by some scholars three decades ago as well. McKay (1982: 531, 536) has four arguments for using literature in language classroom: (1) it increases students' motivation to read in English; (2) it provides countless examples of authentic language use; (3) literature helps to develop cultural awareness; (4) it improves students' creativity.

However, there are some problems as well when it comes to using literature in language classes. According to Savvidou (2004) literary text may be too difficult to understand and can ruin the process of language learning. Second, it is difficult to teach stylistic features of a text if the students' language level is not advanced enough. Third, the creative use of language in poetry and prose can be too different from the standard rules. Lastly, the reader may find it hard to interpret the text due to the differences in social context. Lazar (1990: 206-212) has divided the problems into two categories: "practical problems" and "literary problems". Practical problems are length, vocabulary, explaining the usefulness of the novel to students, and helping students in understanding the cultural background. The literary problems are understanding the story, the character, narrative point of view, and the

language of the novel. Three arguments against using literature in languages classes, according to McKay (1982: 529), are: (1) too complex and unique use of language; (2) studying literature prevents students achieving academic and occupational goals; (3) the students may find it hard to understand the difficult concepts through which different aspects of culture are reflected. These difficulties, according to McKay (1982: 531), can be overcome if students are being helped to understand the text and explained the aspects of the target culture are explained, so they become more tolerant when it comes to the differences between their own culture and the target culture.

Teachers should keep in mind that the length of a novel discussed in English as a foreign language class, according to Lazar (1990: 207), should be manageable to students. Teachers should consider how much time they and their students can spare on reading the novel. Asking students to read a chapter or two at home would be more motivating and useful for both. The chapter(s) could be then discussed in the next lesson. In this way, the students read at the same speed and the teacher can ask the students to have a discussion in which everyone can share their ideas (Ibid.). Moreover, the book that is assigned to students should also be comprehensible. Students need to understand at least 98% of the text, according to Farrell (2008: 61), to understand it. If most of the words remain unknown and the students need to constantly consult with a dictionary, they could become demotivated. The issue could be solved, according to Lazar (1990: 207), if the teacher or a small group of students find tricky or possibly unknown words in the text and prepare a list of words beforehand. This ensures that the students are familiar with the vocabulary when they are assigned with the next chapter. This makes reading the novel comprehensible and beneficial.

Students may find literary issues challenging when trying to understand the plot, the traits of the characters, and the language of the novel. When it comes to understanding the plot, students may struggle with putting it together. Some stories are written in a non-linear

narrative structure and have, for instance, flashbacks or consists of different sections of one story with a broken-up chronology. Lazar (1990: 210) offers three ways that could help students in understanding the novel: “summarizing” (1), “headlining” (2), and “sentence completion and chronological ordering” (3). Summary should have a word limit because it helps students in differentiating between important and unimportant. Headlining is useful since students need to understand the plot of a chapter well enough to summarise it in one sentence. Students could be required to label the events in a novel to discuss the importance of and relation between different events. Labelling events makes identifying the significant themes of the novel easier as well (Ibid.).

To make reading and responding to questions easier, Collie and Slater (1992: 9) claim that students should be provided with a handout and encouraged to work in pairs or groups. Pair work and group work help a student-reader in exploring various aspects and vocabulary in the book that is being read. Working in pairs or groups increases the possibility that more unanswered questions will find an answer through discussion. The authors claim that group and pair work help students to discover different meanings behind the text that is being studied and suggest different interpretations as well (1992: 9). Group work has disadvantages as well. For instance, if there is a dominant group member who does all the work, the group performance is based on that person’s level (Nihalani et al. 2010). Moreover, Tagi and Al-Nouh (2014: 56) claim that sometimes group work is ineffective because some students lack motivation, fail to communicate with each other, or assume that other students do all the work. Group work could also be very time consuming and noisy. It may also appear that some students are too shy to communicate with other group members and therefore do not contribute (Ibid.).

1.2 Which Texts to Use in Language Classes

This section discusses several aspects that should be considered when selecting a text for a literature class. Such aspects are comprehensiveness, the ability to identify with a text, and the usefulness of a text.

What kind of literature should be taught depends on, according to Collie and Slater (1992: 6), “each particular group of students, their needs, interests, cultural background, and language level”. How students perceive the literary work they are going to study should be considered as well. Literary works that leave a good impression to and are enjoyable from the perspective of students improve the students’ linguistic and cultural knowledge more than the texts that seem irrelevant to them. However, the choice of literary texts should not be only determined by whether students find them amusing or not. It is important for the teachers to equally consider other aspects that were mentioned before (Agaholzadeh & Tajabadi 2012, Collie & Slater 1992, Khatib, Rezaei, Derakhshan 2011). Collie and Slater (1992: 6) claim that since students “have both a linguistic and a cultural gap to bridge, foreign students may not be able to identify with or enjoy a text which they perceive as being fraught with difficulty every step of the way”. It is important to choose texts carefully if the goal is the aesthetic experience between the reader and a text (Lima 2005: 186, McKay 1982: 529, Van 2009: 9).

Students find a text amusing and educative if it is comprehensible at first. Otherwise it has little or no use in developing students’ language competence. Students may develop distaste for literature as well if the texts are far beyond their reading comprehension. Students should be able to identify with the chosen texts and see the relationship between the text and their own lives (Bobkina & Stefanova 2016: 677, Carter & Lang 1991: 5). This could be achieved by asking students to answer questions which require them to justify their interpretation of a text with textual evidence. Woodruff and Griffin (2017: 112) claim that

this way “readers are challenged to explain which aspects of a text led them to derive their personal responses”. It is important that they seek and find ways to connect the text with their own knowledge and discover what makes it enjoyable for them. If a text chosen by a literature teacher is interesting and carefully selected, it, as put by Carter and Lang (1991: 6), “produces in the reader a desire to read, to read on, to read more and to read more into (i.e. interpret) the particular text.”

Carter and Lang (1991: 4) distinguish “breadth v. depth” when it comes to creating a curriculum of literature. According to them, some argue that it is wise to include a broad range of texts in the curriculum, and the others believe that a few texts should be studied instead, and it should be done in depth. The ones supporting the use of a variety of texts argue that reading numerous texts helps students in developing a better understanding of different kinds of texts. Reading many texts makes comparing them and finding the favourite ones easier for students (Ibid.: 4-5). The researchers believing that literature teachers should pick a few books and study them in depth claim that in this way students familiarise themselves with the chosen books in detail. The supporters of this approach also tend to favour the language model when using literature in English as a foreign language/English as a second language classes (Ibid.: 5).

1.3 Literature and Critical Thinking Skills

This section discusses what thinking and critical thinking is, how critical thinking skills could be improved and what are different approaches that are used for developing critical thinking skills, and finally it discusses reader-response theory and some ways how literature could be used to develop critical thinking skills.

1.3.1 Thinking Skills

Before understanding thinking skills, it is important to understand what happens in one's brain when one thinks. Willingham (2009: 4) argues that our brains are designed to rely on memory instead of effort-taking thought processes. According to Willingham (2009: 6), people are familiar with most of the problems they have to solve as they have solved similar problems earlier in their lives. This causes changes in the brain, meaning that whenever one faces a similar problem, the brain acts based on memories as this does not require much effort. So, thinking happens when new information is tried to be combined (Willingham 2007: 8). However, since it is not yet entirely known what happens in one's brain when one thinks, it is unknown whether a person's ability to think is related to their intelligence (Kirby et al 2002: 5). Moreover, since neurobiology is concerned with these processes, they are not further discussed in this paper. Although, psychologists' and philosophers' approaches to intelligence should be discussed.

On the one hand, there are researchers like Francis Galton and Charles Spearman (Fisher 2005: 5) who believe that thinking skills are inherited and they cannot be considerably improved, as a person's intelligence is in accordance with the complexity of their thought processes. On the other hand, there are researchers like Binet and Vygotsky who believe that thinking skills can be developed through task completion and problem solving because they are like any other skills (Fisher 2005: 5).

Fisher (2001: 1) argues that one needs to be able to understand, judge, and generate knowledge and processes in order to be successful in the future as jobs are becoming more and more complex. For this reason, it is inefficient for students to memorize plain facts, but they need acquire a set of skills which allows them to do something with a vast amount of information and knowledge (Fullan 2005: 6). However, this does not mean that learning facts is unimportant. According to Willingham (2007: 8), one needs factual knowledge to

make judgments and combine previously acquired information in new ways. Finally, Marin and Halpern (2011: 1) claim that being able to think critically is “essential for success in the contemporary world where the rate at which new knowledge is created is rapidly accelerating” and it is also considered “the most important reason for formal education” (Ibid.).

1.3.2 Different Approaches to Critical Thinking

There are three academic strands that are developing different approaches to critical thinking and have tried to define it (Lai 2011: 4). These academic disciplines are philosophy, psychology, and education.

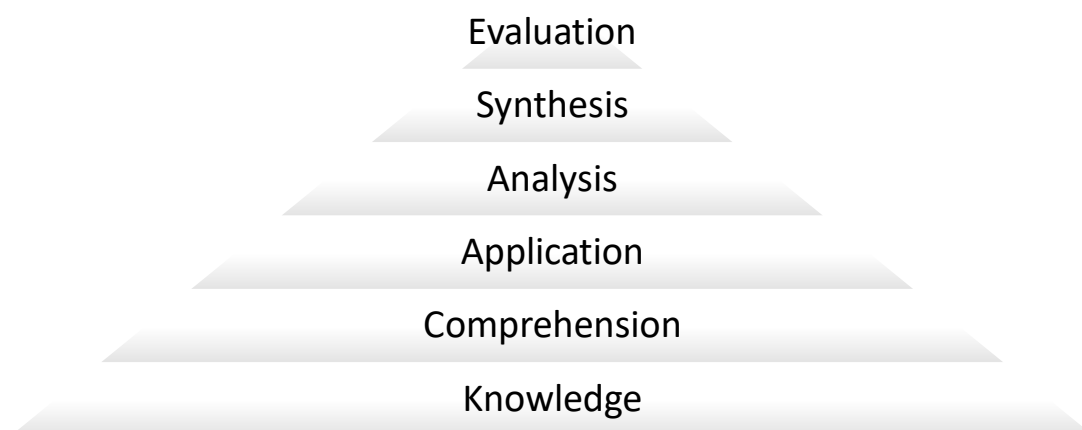
The philosophical approach focuses on the qualities and characteristics of the hypothetical critical thinker (Lewis & Smith 1993; Thayer-Bacon 2000). This kind of a critical thinker may well be characterised as someone who is “inquisitive in nature, open-minded, flexible, fair-minded, has a desire to be well-informed, understands diverse viewpoints, and is willing to both suspend judgment and to consider other perspectives” (Lai 2011: 5). However, one limitation of the philosophical approach is that it contributes less to discussion on how people really think because it is more concerned with the hypothetical critical thinker that is idealised (Ibid.).

The cognitive psychological approach, on the other hand, tries to define the actions and behaviours of a critical thinker (Lai 2011: 7). When trying to define critical thinking, this approach provides an inventory of skills or procedures performed by people who can think critically (Ibid.). Since the process of thought is unobservable, cognitive psychologists target the products of such thought which are behaviour or overt skills (e.g. analysis, interpretation, formulating good questions) (Lai 2011: 7).

The ones who favour the philosophical approach argue that the cognitive psychological approach reduces “a complex orchestration of knowledge and skills into a collection of disconnect steps or procedures” (Sternberg 1986, cited in Lai 2011: 7). It is argued, however, that it is a common mistake to think that critical thinking is simply a series of steps that need to be followed, and it is more than the sum of its parts. On the contrary, some claim that one could go through the steps of critical thinking without actually thinking critically (Ibid.).

When it comes to the educational approach, Benjamin Bloom’s taxonomy for information processing skills is a widely-cited source when teaching and assessing higher-order thinking skills are discussed (Lai 2011: 8). According to Bloom’s taxonomy, the skills are divided into two categories: higher order thinking skills (1) and lower order thinking skills (2). Higher order thinking skills are evaluation, synthesis, and analysis. Lower order thinking skills are application, comprehension, and knowledge.

Figure 1. Cognitive Domains of Education (Fisher 2005: 63)



Bloom’s taxonomy has greatly influenced the process of creating curricula all over the world. Fisher (2005: 62) claims that for Bloom and the like-minded the term *critical thinking* is synonymous with the word *evaluation*, as it is has the highest position of all six aspects and is seen as “the cognitive goal of education”.

Lai (2011: 8) claims that according to some researchers the advantage of the educational approach is that it is based on years of classroom experience. However, some opponents of the educational approach have pointed out that “concepts within the taxonomy lack the clarity necessary to guide instruction and assessment in a useful way” (Ibid.).

Despite different viewpoints, there are similarities when it comes to the approaches of the three schools of thought. Researchers tend to agree that there are specific abilities when it comes to different definitions of critical thinking. According to Lai (2011: 9), these abilities are “analysing arguments, claims, or evidence; /.../ making inferences using inductive or deductive reasoning; /.../ judging or evaluating; /.../ and making decisions or solving problems”. Moreover, there are abilities that are considered relevant when it comes critical thinking. Lai (2011: 9-10) claims that such abilities are “defining terms, identifying assumptions, interpreting and explaining, reasoning verbally, predicting, and seeing both sides of an issue”.

Additionally, there are many researchers who believe that critical thinkers tend to have certain dispositions which could be approached as attitudes or habits of mind. Facione (2000: 64) argues that critical thinking dispositions are “consistent internal motivations to act toward or respond to persons, events, or circumstances in habitual, yet potentially malleable ways”. Lai (2011: 10-11) sums up that the most widely cited dispositions based on research articles are “open-mindedness; fair-mindedness; the propensity to seek reason; inquisitiveness; the desire to be well-informed; flexibility; and respect for, and willingness to entertain, others’ viewpoints”.

Despite researchers agreeing in some areas when it comes to critical thinking, there are also areas for disagreement. One topic that is being argued about is the role of dispositions. Researchers claim that critical thinking needs both skills and dispositions, but disagree on whether “the disposition to think critically should be viewed in its normative

sense in addition to its laudatory sense” (Lai 2011: 12). Another topic causing disagreements is to what extent are critical thinking skills domain-specific. Some researchers argue that critical thinking skills can be taught in a generic way because the context in which they are taught is not important. For example, Van Gelder (2005: 43) writes about critical thinking that it is “intrinsically general in nature”. Other researchers propose that “critical thinking skills can only be taught in the context of a specific domain” (Lai 2011: 13). For example, Willingham (2007) and Bailin (2002) claim that to learn to think critically within a given domain is considerably easier. Willingham (2007) adds that students may be able to think critically in one area and face difficulties when trying to do so in other areas. So, transferring critical thinking skills acquired in one context and applying them in another context or domain is considered a challenging task.

When it comes to critical thinking and its relationship to other concepts, Lai (2011: 18) points out that many researchers have argued that there are connections between critical thinking skills and the so-called twenty-first century skills which include “metacognition, motivation, and creativity”.

Metacognition could be defined as “thinking about thinking” (Ibid.). Willingham (2007) and Van Gelder (2005) find that one needs to be able to think about and choose right strategies to think critically. This is similar to Halpern’s (1998) idea who points out that one uses metacognition when asking himself what I already know, what my goal is, how I will know when I get there and whether I am making progress or not. Moreover, Lai (2011: 43) concludes that “empirical research in the area of metacognition suggests that people begin developing critical thinking competencies at a very young age and continue to improve them (or not) over the course of a lifetime”. Schraw et al. (2006: 111) claim that when metacognition, critical thinking, and motivation is put together, it is self-regulated learning, and it could be defined as “our ability to understand and control our learning environment”.

Another concept related to critical thinking is motivation. Facione (2000: 65) defines the disposition to think critically as “consistent internal motivation to engage problems and make decisions by using critical thinking”. Halonen (1995) believes that one’s ability to demonstrate their critical thinking skills is related to their motivation. Paul (1992: 13) argues that continued effort and determination is what makes a person critical thinker. So, it could be said that one needs to be motivated in order to demonstrate critical thinking and succeed in developing their critical thinking skills.

In addition, there are researchers (Balin 2002; Thayer-Bacon 2000) who claim that critical thinking is connected to creativity. Although they may seem very different concepts, Bailin (2002) argues that one needs to have some creativity to think critically. Also, Paul and Elder (2006) discuss that there is something like “good” thinking and claim that critical thinking and creativity are parts of it. Good thinking is necessary to invent something new. However, inventing something needs a certain amount of creativity, but it also needs critical thinking as one should be able to assess the invention when it comes to its quality. Paul and Elder (2006: 35) claim that “critical thinking without creativity reduces to mere scepticism and negativity, and creativity without critical thought reduces to mere novelty”. So, it could be claimed that creativity and critical thinking are related to each other.

1.3.3 Developing Critical Thinking Skills

When it comes to the average person, some scholars claim that most educated adults and children cannot do much critical thinking (Lai 2011: 21). For example, Halpern (1998: 449) claims that there is a large number of adults who “engage in flawed thinking” and that many of them believe in horoscopes or consult personal psychics. Halpern adds that “naïve and flawed reasoning practises /.../ are resistant to change because they make sense to the individual” (Halpern 1998: 449). Similarly, Van Gelder (2005: 42) remarks that “humans are not naturally critical” and compares critical thinkers to ballet dancers and foreign

language learners, as it takes years to become proficient in it. Van Gelder continues that humans like patterns and prefer “simple, familiar patterns or narratives” (2005: 42) and for that reason people “tend to be comfortable with the first account that seems right and /.../ rarely pursue matter further” (Ibid.). This is also in accordance with claims made by Willingham (2009: 6) (see p. 15).

However, Halpern (1998: 454-455) suggests that since such faulty patterns could be changed through hard work and mental effort, it takes a considerable amount of time to notice significant changes. Van Gelder (2005: 42) has similar views in that sense, claiming that “critical thinking is more of a lifelong journey than something picked up in a two-week module”. Despite being difficult, it is never too late to hone one’s critical thinking skills. For example, Kennedy et al. (1991) discuss that research has shown that students with different intellectual abilities could benefit from someone teaching them critical thinking skills. This point is also supported by Lewis and Smith (1993: 136), arguing that “learning to be effective in higher order thinking is important for everyone; it is not a frill, nor is it a skill that only ‘gifted children’ can or need to develop”. There are researchers who believe that it is possible to teach critical thinking skills and refer to numerous different studies which have proved that (Halpern 1998; Kennedy et al. 1991).

Van Gelder (2005: 43) argues that a mistake that many college professors and teachers make while trying to teach their students critical thinking is the belief that talking about what critical thinking is or showing exemplary papers written by proficient critical thinkers help students to become better in critical thinking skills. Also, as discussed before, transferring critical thinking skills acquired in one domain and applying them in another one might be a challenging task for the students. For this reason, students need opportunities to practice their critical thinking skills in all kinds of areas because merely familiarising oneself with good examples of critical thinking does not make one an outstanding critical thinker.

Additionally, students should set goals and plan and monitor their progress (Kennedy et al. 1991). Finally, students should be stimulated to approach a problem as something which is deep because otherwise students tend focus on merely the surface of a problem (Halpern 1998; Willingham 2007).

When it comes to developing critical thinking skills in students, there is a variety of approaches which could be used for that purpose. Ennis (quoted in Lai 2011: 30) argues that such approaches are general (1), infusion (2), immersion (3), and mixed approach (4). All the approaches are worth a brief discussion in order to find out the most suitable approaches for the purpose of this paper.

The general approach means that students learn critical thinking skills as a separate course. Naturally, some content is needed to do that, and typically such content is not discipline-specific, meaning that it is something which students come across on daily basis. This approach is supported by Van Gelder (2005) who believes that critical thinking skills should be taught explicitly and Halpern (2001) who claims that a course teaching higher-order thinking skills is best taught as a “broad-based” and “cross-disciplinary” (Halpern 2001: 278). However, it might be difficult to teach students how to transfer critical thinking skills to different contexts and for that reason students need a lot of practice (Lai 2011: 30).

The infusion approach means that students are provided “in-depth instruction in the subject matter plus explicit instruction on general critical thinking principles” (Lai 2011: 30). Content lessons are restructured for direct instruction in thinking, so that critical thinking is infused into the content of the subject that is being studied. In other words, the teacher’s goal is to cover all the coursework and teach students to think critically as well. That, however, requires a considerable amount of time, but educators usually claim that they lack enough time to cover all the materials.

The immersion approach is similar to the infusion approach, meaning that students are engaged in in-depth discussion, but they are not explicitly taught how to think critically (Lai 2011: 31). It is rather hoped that students develop their critical thinking skills through thorough discussions. This approach is favoured by Bailin et al. (1999) who claim that domain-specific critical thinking is the best way and by Lipman (1988) who argues that critical thinking should be developed simultaneously with listening, speaking, writing, and reading skills. So, the supporters of these approaches tend to believe that critical thinking should not be taught separately, and it should be approached as a way of teaching no matter what the subject is (Lai 2011: 31).

The mixed approach means that different elements of the aforementioned approaches are used. Usually it means mixing the general approach and either the infusion or the immersion approach. The mixed approach finds developing critical thinking skills relevant, but it also uses domain-specific content (Ibid.). However, the mixed approach might be rather time-consuming, as a separate course aiming to teach critical thinking skills is mixed with a domain-specific course.

1.3.4 Using Literature to Develop Critical Thinking Skills

Previously, literature was used as a means to study grammar structures and vocabulary. The focus was on the comprehension of the texts. On the contrary, more recent research on the use of literary texts in English as a foreign language classes has stressed that using literature in language classes develops students' critical thinking skills and creativity (Alvarez, Calvete & Sarasa 2012, Gajdusek 1988, Ghosn 2002, Sivasubramaniam 2006, Van 2009, Yaqoob 2011). The importance of incorporating critical thinking skills as a part of language studies has been discussed for the last thirty years (Aghagolzadeh & Tajabadi 2012, Bobkina & Stefanova 2016).

The concept of critical thinking should be defined before discussing how literature can be used to develop critical thinking skills in students. Glaser (1941: 5) defines critical thinking as “(1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one’s experience; (2) knowledge of the methods of local inquiry and reasoning; and (3) some skills in applying those methods.” Critical thinking, according to Haskins (2006: 2), is “more than thinking logically or analytically; it also means thinking rationally or objectively”. He also points out five steps to follow: (1) adopt the attitude of the critical thinker; (2) avoid critical thinking hindrances; (3) identify and characterize arguments; (4) evaluate information sources; and (5) evaluate arguments. Fisher and Scriven (1997: 21) define critical thinking as “skilled and active interpretation and evaluation of observations and communications, information and argumentation”. This definition is considered important as it implies that the ability to evaluate oral and written texts is a part of the process of critical thinking.

Ghosn (2002) claims that literature could change students’ world view. Langer (1997: 607) claims that using literary texts in the classroom invites students to reflect on their surroundings and analysing literature opens “horizons of possibility, allowing them to question, interpret, connect, and explore”. Thus, literature helps to develop students’ critical thinking skills and gives them an opportunity to discuss social problems. It is considered a valuable skill, and therefore literature has found its way back into curricula (Bobkina & Stefanova 2016). According to Bobkina & Stefanova (2016: 685), critical thinking skills involved in working with literary texts in the EFL classrooms are “a set of processes whose main dimensions include the interpretation of the world, self-reflection, intercultural awareness, reasoning and problem-solving, and language use”.

Encouraging students to think critically needs a suitable method that can be used to analyse a literary text. Studies have suggested that reader-response approach is the most

suitable method for developing critical thinking skills in students since it bridges the gap between reading for pleasure and developing critical thinking skills (Guerin et al. 2005, Hall 2015, Yagoob 2011, Egan 2005). Reader-response criticism is an approach that enables students to interpret a literary work from their own perspective and give meaning to the narrative. So, the main emphasis is on the interaction between the reader and the text. According to Bobkina & Stefanova (2016: 682), it could be defined as follows:

This approach displays numerous open-ended possibilities which enable students to interact with the literary work and project their views on the meaning given to the text. Thus, in a complex process of anticipation and retrospection, they connect the fictional world with the familiar world, and gradually become aware of the meanings given to literary representations and the feelings these representations evoke. Reading and the resulting response activate previous knowledge of syntax and semantics, and new linguistic structures are learned and mastered alongside the development of critical thinking. Students' abilities to reflect critically, relating experience and theory, undergo positive transformation in the course of formulating and discussing their vision of the text (Bobkina & Stefanova 2016: 682). According to Van (2009), the reader-response approach emphasizes the role of the reader.

The reader/text interaction is considered important because it encourages students to draw conclusions on their own experiences, opinions, and feelings. In other words, how a student interprets a literary text is personal and interpretations vary. Students are expected to be active and express their opinion in language classes. This means that reading is considered a subjective experience. The text remains the same, but readers see it differently. This is caused by different experiences, background knowledge and reading competence of readers. Giovanelli and Mason (2015: 42) describe reading as a two-stage process during which experiences and impressions become something that is more coherent and critical for the reader (Ibid.).

It is also important to differentiate between authentic reading and manufactured reading. Authentic reading "is born out of an individual's own process of unmediated interpretation" (Giovanelli & Mason 2015: 42). It means that a student should be given enough room to interpret the text and find its meaning through experiencing it. Manufactured reading, however, means that students are told how the text should be interpreted and what is the so-called right meaning of the text. In other words, students learn the "right" meaning

of the text (Ibid.). Also, researchers have found that some teachers may opt for manufactured reading because in this way they can control what is seen as the correct way of responding to literature and some teachers do that because they encourage “teach to the exam” mentality (Au 2007). This may result in teachers teaching students “about books, rather than how to read them” (Giovanelli & Mason 2015: 42).

Reader-response approach has some limitations which must be addressed as well. Van (2009) claims that if students lack linguistic competence, they may deviate from the original work. Van adds that Reader-Response approach may not be suitable for the students raised in societies that lack freedom of speech because “some texts can affect students’ sense of security and thereby hinder their involvement in class” (Van 2009: 8). Moreover, Woodruff and Griffin (2017: 111) claim that if students are considering things only from their own perspective, they may overlook the author’s intended meaning. According to them (Ibid.), “readers’ interpretations are highly subjective, sometimes making it difficult for teachers to determine which answers are acceptable and unacceptable.” They add that teachers should see themselves as facilitators who help students to differentiate between appropriate and inappropriate interpretations of texts (Ibid.).

Working with literary texts in language classes involve critical thinking skills. According to Bobkina and Stefanova (2016: 685), such skills “can be broadly defined as a set of processes whose main dimensions include the interpretation of the world, self-reflection, intercultural awareness, critical awareness, reasoning and problem-solving, and language use”. Since reader-response theory allows students to interact with a literary text in several ways and discuss their viewpoints, it is claimed by Bobkina and Stefanova (2016: 682) that “student’s abilities to reflect critically, relating experience and theory, undergo positive transformation in the course of formulating and discussing their vision of the text”.

Moon (2007: 131) writes that only an individual can control how they think and therefore “one person cannot make another think critically”. Moon continues that critical thinking could be facilitated or fostered through “the tasks set, the habits formed by learners, the careful provision of feedback and explanation and the understanding of the teacher and the classroom atmosphere” (Ibid.). In other words, the teacher’s task is to encourage students to shift their thinking from “comfort zone of knowing” towards contextual knowing (Moon 2007: 132). It is also stressed that the atmosphere of a classroom is an important factor as expressing one’s ideas involves risk-taking and therefore the classroom should be like a place where risk-taking is tolerated (Ibid.). Moreover, Moon claims that another way that could be helpful when it comes developing critical thinking skills in students is “the deliberately encouraged interaction between students” because this helps students to understand that things could be seen from different perspectives (Ibid.).

In general, Moon distinguishes oral and writing activities. When it comes to some oral activities that could be used to develop critical thinking skills in students, group work is considered useful. Moon (2007: 150) argues that time pressure could make group work more efficient and focussed as it makes students more engaged and encourage them to work efficiently to reach a “well-evidenced judgment”. Also, there is another type of group activity for which Moon (Ibid.) uses the term ‘quickthink’ and which means that students are asked to discuss an issue in groups of three and they are given three or four minutes. Since the task is likely to ask students to find a definition of a term or an idea, it could be used for the introduction of a topic (Ibid.).

Also, there are some more general writing activities that could be used to develop critical thinking skills in learners. For instance, students could be given short-answer tasks which ask them to respond to short statements in 300-400 words and be precise. Moon (2007: 155) claims that students could also be asked to do ‘compare and contrast’ tasks which means

that students are asked to compare and contrast two viewpoints, interpretation, theories or something. Moon adds that “this could be done in columns, notes or text depending on the exact emphasis of the exercise”.

CHAPTER II: CREATING MATERIALS AND USING ALDOUS HUXLEY'S *BRAVE NEW WORLD*

Chapter 2 focusses on discussing eight lessons given to twenty-four Year 12 students in an upper secondary school in Tallinn, Estonia in November 2019. The lessons were based on Aldous Huxley's dystopian novel *Brave New World* and each lesson lasted 45 minutes. This chapter covers the research question, participants, a detailed overview of the method that was used, results, and discussion of the results.

2.1 Research question

The purpose of this paper was to find out whether literature could be used to develop critical thinking skills in upper secondary students. More precisely, the goal was to find out whether analysing Huxley's *Brave New World* helps students to compare and contrast today's world and the world depicted in the novel. Therefore, the following research question was formulated: Do reading Huxley's *Brave New World* and comparing and contrasting today's world and the one depicted in the novel help to develop critical thinking skills in upper secondary students?

2.2 Method

This section provides an overview of who the participants of the study were, why the novel was chosen for this task, what approaches were chosen for creating the module of eight lesson plans, and how the quality and usefulness of the materials were found out.

2.2.1 Participants

The lessons were taught in an upper secondary school in Tallinn. The participants were twenty-four Year 12 students, aged between 17 and 18 years. The school and group were

chosen because the author of the thesis is working at that school and teaching those students. Therefore, the author of this paper used convenience sampling.

2.2.2 Why Dystopian Literature

Dystopias act as cautionary tales. Depiction of dystopian societies help to identify the possible consequences of what might happen if people and governments make certain choices. Especially choices related to new technology (Hickman 2009: 142). Also, Hickman claims that “dystopian society offers the most direct means to denounce the social evils that authors perceive emerging in contemporary society and elicit support against the associated social cause or political grievance” (Hickman 2009: 141). So, writing dystopian novels gives authors a chance to depict nightmarish societies and alert readers to the danger or various social evils that may happen in the future (Hickman 2009: 143).

2.2.3 Reasons for Choosing Aldous Huxley’s *Brave New World* to Develop Critical Thinking Skills in Upper Secondary Students

When most upper secondary students think about dystopian fiction, they tend to think about George Orwell’s 1984, Margaret Atwood’s *The Handmaid’s Tale*, which was recently made into popular TV series as well, or Suzanne Collins’s *The Hunger Games*. However, there is one lesser-known dystopian novel written by Aldous Huxley which predicted the future more accurately than these three novels so far. It could be said that, in some sense, *Brave New World* offers readers a detailed image of a dystopia towards which we not only move towards but in which people would be happy to live.

Brave New World depicts a society where everyone is always happy. People have no time to feel sadness because they are genetically engineered and kept continuously entertained with endless distractions. The natives of the dystopia are either proud of the work

they do or feel relieved because there are no reasons to worry about the problems of the world. Also, people are provided with an endless supply of a drug named Soma which causes euphoria if taken in small doses but acts as a tranquilizer if taken in large quantities. Hickman (2009: 144) writes that “the natives of the dystopia are the contemptibly shallow, spiritually empty products of modernity. Their use of the recreational drug Soma is one of several aspects of dehumanization made possible by the scientific expertise wielded by amoral elites”. Although it seems like a pharmacological impossibility, it could be connected to modern antidepressants and drugs used for short term management of anxiety disorders. Such a society is ensured through the Fordist religion. It is based on the ideas of Sigmund Freud and Henry Ford. So, mass consumerism, sexual promiscuity, and avoiding unhappiness at all costs are encouraged.

When Winston Smith in George Orwell’s *1984* feels hate towards the society he lives in and dreams about rebelling against it, the case is quite the contrary in Aldous Huxley’s novel. More precisely, people in *Brave New World* love living in this enslaved society. Even the more intelligent ones who know very well what is going on have no intention to change anything. There are many similarities between the society in *Brave New World* and the world of today. That is one reason why the novel is worth a discussion and can be used for developing critical thinking skills in students. According to Hickman (2009: 164), *Brave New World* is still relevant “because of the power of the critique that modern society produces shallow, spiritually empty individuals”. For Hickman, the terms modern and modernity mean “the increased acceptance of technological, economic, social, and political change that began with the end of feudalism and the beginning of capitalism in Europe” (Hickman 2009: 164-165).

2.2.4 Aims and Learning Outcomes of the Lessons

Each lesson has four main objectives and several extra ones depending on the nature of that lesson. After every lesson, students have developed their critical thinking skills (1); have expressed and shared their opinion (2); have developed their communication and elaboration skills (3); and have found necessary information from the text and drawn logical conclusions based on it (4).

As each lesson is on a different topic, students also develop other skills. Here are some examples of the lesson objectives: students know what is theme and how to find themes in a book (1); identify the main themes in *Brave New World* (2); have compared and contrasted the world of the novel and the world of today when it comes to endless distraction (3); have discussed how is drug use represented in *Brave New World* and does it have symbolic meaning for the story (4); have discussed connections between the ideologies of drug use in *Brave New World* and today (5). The lesson objectives of every lesson can be found when looked at the eight lesson plans under appendices.

2.2.5 Approaches Chosen for Creating the Module of Eight Lesson Plans

When creating the lessons, the author of this paper decided to opt for reader-response theory, suggestions made by Moon (2007), the immersion approach, and the infusion approach, meaning that the tasks the students had to complete required using their critical thinking skills, but they were not specifically taught how to use critical thinking skills. The latter demonstrates the ideas advocated by the immersion approach. Reader-response approach bridges the gap between reading for pleasure and developing critical thinking skills, studies have suggested that it is the most suitable method for developing critical thinking skills in students (Guerin et al. 2005, Hall 2015, Yagoob 2011, Egan 2005). Also, the approaches

used are in accordance with each other when it comes to developing critical thinking skills in students and aims and learning outcomes of the lessons.

The general approach and the mixed approach were rejected for the sake of time. Also, the general approach would mean that critical thinking skills are taught exclusively, but that would not be in accordance with the school's English language programme. After all, students are supposed to develop their language skills along with critical thinking skills.

In order to connect the English language with using literature to develop critical thinking skills in upper secondary students, the practical part of this paper implemented reading and writing as well. The latter provides means to work with the use of language and various writing tasks, such as essays or creative writing papers.

2.2.6 Finding Out the Quality and Usefulness of the Materials

To find out whether the lessons were useful and to see whether students saw connections between today's world and the World State depicted in the novel, the author of this paper asked students to always support their arguments with examples and draw conclusions based on students' responses and their actions in the classroom.

If students could give sufficient examples and support their arguments, it could be seen that the questions they were asked to answer to had created new ideas in them and had allowed them to see things from different perspectives. In other words, they needed to provide evidence to make judgments and be open-minded towards their peers' viewpoints as well. Whether the novel had had any influence on students or not was also revealed during class discussions. If students had many ideas they could support with evidence and at the same time they accepted the fact that their peers could have different perspectives, it seemed that the novel had made them see things differently and reflect on their own actions as well.

Also, students were asked to reflect on what they had learned at the end of every lesson and then random students were asked to tell their answers. Finally, students were asked to write an essay in which they had to compare and contrast today's world and the novel's world and focus on one or two aspects which they needed to discuss in detail and, naturally, they needed to support every claim with evidence.

2.3 Results

This section includes the table that gives a brief overview of the eight lessons and activities which were taught in November 2019. Under appendices are thorough lesson plans which include all the activities, homework, and lesson aims. The table is followed by a discussion on types of activities used in the lessons and students' feedback to the activities.

Table 1. Overview of the lessons and activities.

Lesson 1	<p>Activities:</p> <ul style="list-style-type: none"> ● Watching a TED Ed video titled “How to recognize a dystopia”. Students take notes while watching the video. ● Defining <i>dystopia</i> and <i>utopia</i>. ● Introduction to Aldous Huxley and <i>Brave New World</i> and discussing why it is relevant in today's world.
Lesson 2	<p>Activities:</p> <ul style="list-style-type: none"> ● Defining <i>theme</i> and discussing how they function. ● Discussing themes in <i>Brave New World</i>. ● Discussing which aspects of Huxley's futuristic society mirror those of society today.

Lesson 3	<p>Activities:</p> <ul style="list-style-type: none"> • Discussing genetic engineering in <i>Brave New World</i> and today's world: advantages, disadvantages, whether it makes people less human or not, how it is related to population control whether it is it ethical or not.
Lesson 4	<p>Activities:</p> <ul style="list-style-type: none"> • Discussing endless distractions in <i>Brave New World</i> and today's world and how they affect people.
Lesson 5	<p>Activities:</p> <ul style="list-style-type: none"> • Discussing the ideologies of drug use in <i>Brave New World</i> and today's world: what effects does the drug have, do they have symbolic meaning to the story, is its recreational use the moral evil being decried or is it an instrument used to support a dystopian social order, how are legal drugs used today (e.g. modern antidepressants).
Lesson 6	<p>Activities:</p> <ul style="list-style-type: none"> • Discussing mass consumption in the novel and in today's world: what does it symbolise, who benefits from this, who really needs the products and why are people consuming so much and how are people urged to consume more.
Lesson 7	<p>Activities:</p> <ul style="list-style-type: none"> • Discussing happiness as the only acceptable state of mind in the novel and today's world: at what cost does happiness come in the novel, what gets lost when every one of an individual's desire is immediately met, do we need to be happy all the time and how it is maintained.

Lesson 8	<p>Activities:</p> <ul style="list-style-type: none"> • Discussing how to avoid this dystopia or is it already inevitable: how is the concentration of power depicted in the novel, what are its advantages and disadvantages, comparing and contrasting today's world and the World State.
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In the first two lessons, students had to define some terms and give examples. It was discussed in the first lesson what is dystopia, utopia, and the topic of the second lesson was what is theme and why one should care about it. The students were shown a video on how to recognize a dystopia and they had to take notes while watching the video. After that they had to come up with their own definition for the terms *utopia* and *dystopia* and try to name some examples as well. In the second lesson, the students had to come up with their definition for the word *theme* and explain how one finds themes and why it matters.

This type of activity is good when students learn new terms or revise their previous knowledge. Also, defining terms is one the abilities considered important when it comes to critical thinking (Lai 2011: 9-10) (see p. 18). Since the students were asked to come up with their own definition, they needed to do some quick research and synthesize their findings into something new. Also, to define something briefly and accurately assumes that a person understands what that they are trying to define. The students' feedback to the first two lessons was positive as they felt that defining the terms and discussing what the theme was and how one finds themes helped them to approach the novel in a better way. For example, some students said that they had studied earlier what the theme was, but since a lot of time had passed, they had forgotten the actual meaning of the word. So, having one or two introductory lessons before discussing the novel is useful as it helps students to approach the novel and understand what they are going to do.

A type of activity that was used in most of the lessons asked the students to compare and contrast an aspect or issue in the novel and in today's world. This type of activity is suggested by Moon (2007) when it comes to developing critical thinking skills (see pp. 27-28) and is in accordance with the immersion approach as well (see p. 22). Firstly, the students had to individually answer several questions about how something was depicted in the novel (e.g. drug use, consumption, entertainment). This was their homework before the next lesson. The students also had to give examples from the novel to support their arguments in writing. Next, the students discussed their answers in pairs or in groups and then the answers were discussed with the class. Later the students were asked how the same thing is present in today's world and how it affects people, and would it be possible that one day our world becomes the same or very similar to the one depicted in the novel.

Usually there were three or four people in groups, as it depended on the number of students present in a lesson. The students liked working in groups, as they felt that this allowed them to discuss their ideas and made the lessons more interesting because they could interact with their groupmates and did not have to wait until the teacher asked them to express their opinion. So, it could be said that group work is effective in the sense that even if a student is not asked during the lesson, the student still has an opportunity to share their opinion with groupmates. It was also stressed that one should always support their arguments with evidence from the text and give examples when something is claimed. To do that, the students needed to know the plot of the novel.

At first, the students said that they found this type of activity difficult because they needed to search for examples from the text and this was rather time-consuming. However, it was added that trying to find connections between the novel and today's world made them notice several aspects that they had not noticed before. For instance, it was discussed that some people take modern antidepressants without giving it much consideration and that was

related to the drug named Soma in the novel. What's more, working in groups helped the students to listen to their peers and see the topic discussed from different perspectives. Since every student had a little bit different background and they had experienced different things in life, it appeared that every student's interpretation of the plot was a little bit different indeed. This is also in accordance with reader-response theory according to which interpretations of literary texts vary because people have different experiences, background knowledge and reading competence (see pp. 24-26).

However, some students found at some point that most lessons were very similar in the sense that they had to answer some questions at home, find evidence from the novel and then discuss their ideas. This appeared to be a problem when students were not interested in the topic. For example, genetic engineering was a topic that most students were not interested in and they claimed that they did not know much about it either. In that case, it would have been more useful to approach the topic from a different angle and have the students do something else instead of discussing questions. On the other hand, if the students were interested in the topic and it created a lot ideas in them then they did not seem to be disturbed by the fact that they had been doing the same type of activity in numerous lessons. It could be concluded that this type of activity works well if students find the topic that is being discussed interesting, but if most students find the topic discussed dull, they do not participate actively and this leads to the lesson being ineffective. Therefore, it might be useful to use other types of activities when a rather difficult or specific topic is discussed as it might appear to be more beneficial.

Another type of activity the students were asked to do was think-pair-share. This means that at first the students answer some questions individually, next they discuss their answers in pairs and after that the students share their ideas with the class. This type of activity is useful as it ensures that all students think about their ideas and every student also

has a chance to discuss their ideas with their desk-mate. It may also create more discussion between desk-mates as it is possible that they have completely different viewpoints. In every class, there are students who are active and frequently wish to share their ideas with everyone, but there are also passive and shy students who would otherwise have no chance of discussing their ideas. So, think-pair-share type of activities make sure that all the students are engaged and participate actively. Think-pair-share activities were used only in lessons and with questions that could be answered quickly in class, but students still had to take notes in writing.

When it comes to developing critical thinking skills, think-pair-share activity encourages every student to express their own viewpoints and find evidence to support their claims. Students also have a chance to listen to other viewpoints through discussing their ideas with their desk-mates and draw conclusions whether these claims are reasonable and valid. Class discussion, which is the third step of this kind of activity, not only lets students to share their ideas, but it also allows other students to ask questions from their peers in case claims made remain vague or invalid. Also, students understand that they must have enough evidence to support their claims, they are open-minded and listen to others' opinions.

The students' feedback to think-pair-share activity was positive in general. Sometimes a student found their desk-mate's perspectives so interesting that they wished to talk about that instead of their own perspective. This showed that some students, indeed, benefitted from this activity in the sense that they learned about other interesting perspectives. However, there were some problems as well. Some students talked only about their own ideas and gave their desk-mates little or no time to explain their perspectives. This means that a teacher should move around in the classroom and make sure that every student gets a chance to speak. Another problem was that if desk-mates found the lesson topic

uninteresting, they discussed something else which meant that seemingly they had an interesting and active discussion, but in fact they did not do the task.

In conclusion, it could be said that defining activities are useful in the sense that students must think about what they already know and search for new information and then synthesise it into something new which, in this case, would be their own definition of a term. Compare and contrast type of activities are useful as students have to find a connection between two things and give evidence in order to support their arguments. This is good, as it makes students to approach other texts they read more critically in the future, since they may start looking for proof to make sure that the information that they are reading is valid. Compare and contrast activities lets student to see one issue or thing from different perspectives as well, and this teaches them that they keep an open mind and engage in active listening. It also facilitates the understanding that they think before acting, avoid emotionalism, and use evidence to make judgments. Think-pair-share activities have benefits similar to compare and contrast activities, but they are useful for the questions that do not need too much time to answer and could be discussed quickly in class. However, it should be kept in mind that every type of activity has its problems and different types of activities should be used in lessons, since otherwise the lessons might become rather monotonous. To sum up, the types of activities discussed in this section are useful and teachers are encouraged to use them.

2.4 Discussion

The aim on this paper was to find out whether literature could be used to develop critical thinking skills in upper secondary students. To do that the author created eight lesson plans based on Aldous Huxley's dystopian novel *Brave New World*. The first two lessons were introductory lessons. In the first lesson, students revised the terms *utopia* and *dystopia* and

tried to come up with their own definition of these terms. In the second lesson, the students discussed what theme is, what the importance of theme is and how one finds themes. The next six lessons focussed on six different topics, meaning that every lesson was based on one topic and the students tried to compare and contrast today's world and the world depicted in the novel based on the topic of a lesson. This helped the students to notice different aspect of life and listen to their peers and take other perspectives into consideration as well.

In general, it could be said that the lessons worked because students participated actively and expressed many viewpoints. The activities that were recommended by Moon (2007) (see pp. 26-27) worked most of the time and were in accordance with reader-response theory as well. Three types of activities were used during the eight lessons. One type of activity asked the students to define some terms. Another type of activity asked the students to answer some questions and discuss these questions later in groups. The third type of activity which was used during the lessons asked the students to answer questions individually at first and then discuss their answers with their desk-mates and this was followed by class discussion. It seemed that the activities worked because students were engaged all the time and their answers differed since the questions were open-ended. Also, each activity that the students did in class had a time limit, as this was supposed to make them work more efficiently. This point is consistent with claims made by Moon (2007) (see p. 27).

However, it was noticed that giving a time limit is reasonable when the question that needs answering does not require finding too much evidence from a literary text. Otherwise, students might become too stressed because they know that they do not have enough time to find evidence to support their claims, and this may lead some students to say that they were unable to find any connections, or that they did not bother to take the question seriously

because they realised from the beginning that they do not have enough time to complete the activity sufficiently.

It was also noticed that at first students were not accustomed to supporting their claims with evidence. They found it tiresome and time-consuming because every lesson was on a different topic and this meant that they had to constantly find new evidence from the novel. At some point, however, the students became accustomed to finding proof to support their claims because they knew that if they lacked proof then their arguments would be weak. It was also surprising that after the fourth lesson the students started becoming more and more active. They started seeing more connections between the novel and today's world and it seemed like they started getting a lot of new ideas. This point is also consistent with claims made by Moon (2007) (see p. 27) who claimed that the atmosphere of the classroom is important because learners need to feel comfortable to present their viewpoints in front of their peers.

Sometimes students' active participation depended on the topic that was being discussed. Some topics seemed more difficult as the students were not able to see connections between the topic, the novel, and today's world immediately. However, when they were guided with hints and questions, they started getting ideas and this led to more active discussion. So, it should be borne in mind that students need some guidance and they become more active over time. Also, this means that a teacher should make sure that all the students are comfortable with expressing their viewpoints and not scared of saying anything 'wrong'. So, it would be wise to ensure students multiple times that there are no right or wrong answers and that everyone's ideas are equally important. The more comfortable students are with discussing their ideas, the more efficient are the lessons.

When it comes to the topics of the eight lessons, it could be said that they were relevant, and students approached most of them with interest. The topics were relevant

because issues like drug use, mass consumption, happiness, the concentration of power, and genetic engineering are discussed more and more. The topic that created most discussion was the ideologies of drug use in *Brave New World*. Many students claimed at first that Soma was a great drug as it made people happy and content with their lives and at the same time it was relatively safe to use. However, after discussing the issue, some students claimed that Soma was not such a good drug after all as it made people inhuman in the sense that they lacked emotions and did not know the true feeling of happiness and failed to appreciate it. This discussion showed that the students developed new ideas after listening to their peers and considering the topic in greater detail. The author of this thesis noticed that the results were similar in other lessons as well. First, students had their own ideas and viewpoints and most of them could provide evidence to support their answers as well. However, during discussions, the students started seeing topics discussed from different perspectives because their peers who had different viewpoints were also able to prove their claims as they had different experiences and background knowledge. This is also in accordance with reader-response theory and consistent with claims made by Van (2009). This shows that even if students are not interested in a topic at first or have one specific viewpoint, it could change while discussing this topic with the class.

There are some aspects that should be taken into consideration when it comes to the lessons taught. Although the activities that were used in the lessons encouraged the students to discuss different topics and find connections between the novel and today's world, the lessons would have been better if there had been a greater variety of activities. At some point, it was felt that the lessons were too similar in nature even though every lesson was on a different topic. The lessons became rather monotonous in the sense that for every lesson, the students had to answer some questions at home and in the lesson the students discussed their findings in groups and did some think-pair-share activities as well. The author of this

paper believes that there are different activities that could have been used as well. For example, it would have been useful if students had been given a text extract which they would have needed to close read. This would have created variety and helped to make the lessons more interesting.

In addition, some students felt that they would have liked to have had more time to discuss the topics. It was felt that 45 minutes was not enough for each topic as there were a lot of opinions. So, it could be said that students would have benefitted from having more time to discuss some topics that they were interested in. This would have given them a chance to find even more connections between the world in the novel and today's world and discuss what might have been the reasons behind different actions, rules, customs or something else that they noticed and wanted to analyse. Also, some days the students had two lessons which meant that they needed to stop discussing one topic even if they found it interesting and move on to the next topic. This created a feeling that they were not able to finish discussing their ideas as they needed to proceed with another topic. So, it would be beneficial to give students more time as this would allow them to discuss the topics that they find interesting in depth. Another aspect related to this issue is the time when the lessons take place. If lessons take place early in the morning or at the end of the school day, students tend to be tired and therefore they do not participate very actively. Passive students, however, make the lesson inefficient in the sense that they tend to give superficial answers and are not interested in other students' viewpoints. So, it might be useful to plan the lessons according to when they are taking place.

It would also be useful to use text extracts, short stories or newspaper articles instead of a novel to develop critical thinking skills in upper secondary students. Some students felt that *Brave New World* was difficult to understand at first and some concluded that they found the novel boring. Also, there were students who claimed that at first, they did not find the

novel interesting, but after having discussed the novel and finding connections between the novel and today's world they started seeing it in a different light. Some people claimed that they were not interested in dystopias and utopias. In general, the author of this paper believes that *Brave New World* is a suitable novel for upper secondary students whose English is good. This means that the novel is unfortunately not universal despite the fact that it discusses many relevant topics. So, using different texts or text extracts could provide more variety to students and this, in turn, allows them to discuss different topics without having to read one long text. This point is also consistent with claims made by Bobkina and Stefanova (2016) and Carter and Lang (1991) (see p. 13). Using texts from different genres also allows teachers to use different types of activities and approaches to develop critical thinking skills in students. There is also a possibility that some students decide not to read the novel if they find it boring and/or too long. This, in turn, makes these students unable to participate in discussions and in turn they do not benefit from the lessons.

Short stories and text extracts, on the other hand, are considerably shorter and this makes them more convenient for classroom use. If students find one short story or text extract boring, it is possible that they find the next one more interesting and keep reading them. Some short stories could be read in class and every student group could be assigned a different aspect of that story that they need to discuss and later the student groups could discuss their findings with other groups. This would make sure that students would get to know one story from different perspectives. This would also ensure that all students read the story assigned to them and are able to participate in class discussions.

Moreover, short stories and text extracts could bring more variety to the lessons as teachers could use texts from different genres. It is also important to take students' language level into consideration as they need to understand at least 98% of the text, according to Farrell (2008: 61), to understand it (see p. 11). What's more, students could compare and

contrast different short stories and text extracts and analyse different aspects of these texts such as how texts could be used to manipulate the reader or perhaps how ethos, pathos and logos are used in a text. For these reasons the author of this paper believes that it should be further researched how short stories and text extracts could be used in English as a foreign language classes in order to develop critical thinking and English skills in students.

In conclusion, it could be said that the lessons were successful and *Brave New World* is a suitable novel to use with upper secondary students, whose English is good, because it includes many topics that could be considered relevant nowadays as well. However, using novels to develop critical thinking skills in students should be considered carefully as some novels may be too lengthy or hard to understand. Therefore, it might be more useful to use text extracts or short stories instead as they are shorter and reading them takes less time, and they could be used in numerous ways. It is also important to remember that lessons should have a variety of activities because they could become rather monotonous if only three types of activities are used even though every lesson is on a different topic. Nevertheless, *Brave New World* proved to be a useful novel for the purpose stated in this paper as it created a lot of discussion and students found many connections between the world depicted in the novel and today's world. It should be noted, however, that this study was conducted among twenty-four Year 12 students which means that it is in no way exhaustive and using literature to develop critical thinking skills in upper secondary students in English as a foreign language class should be further researched.

CONCLUSION

The goal of this thesis was to find out whether literature could be used to develop critical thinking skills in upper secondary students. To do that the author created eight lesson plans based on Aldous Huxley's *Brave New World*. The novel was chosen for this purpose as there are many similarities between the society depicted in *Brave New World* and the world of today.

The lessons were piloted as a part of English literature course to twenty-four Year 12 upper secondary school students. The lessons lasted for almost two weeks as the students had five 45-minute lessons per week and students' critical thinking skills were developed during the lessons. When creating the lessons, the author of this paper decided to opt for reader-response theory, suggestions made by Moon (2007), the immersion, and the infusion approach (see pp. 22-27).

Also, it should be noted that the eight lessons were taught during an English literature course which is a part of the school's language programme and therefore the same lessons could be taught in English as a foreign language course as well since developing students' language and communicative skills are among the aims of the English literature course. Provided is the short overview of the lessons:

Lesson 1: The topic of the first lesson is dystopian/utopian fiction and Aldous Huxley. The lesson objectives are that by the end of the lesson learners will have developed their analytical and critical thinking skills and should be able to: identify the terms dystopia and utopia (1); describe the characteristics of dystopian and utopian fiction and compare and contrast both genres (2); talk briefly about Aldous Huxley (3); name examples of dystopian novels (4).

Lesson 2: The topic of the second lesson is themes in *Brave New World*. The lesson objectives are that by the end of the lesson learners will have developed their analytical and

critical thinking skills and should be able to: identify the term theme (1); know how to find themes in a book (2); identify the main themes in the novel (3); formulate ideas on how the themes in the novel are connected to the world of today (4).

Lesson 3: The topic of lesson 3 is genetic engineering in *Brave New World*. The lesson objectives are that by the end of the lesson learners will have developed their analytical and critical thinking skills and should be able to: discuss how genetic engineering was represented in the novel and why it was used (1); express ideas on genetic engineering (2); contrast the world of today and the world of the novel when it comes to genetic engineering (3).

Lesson 4: The topic of the second lesson is endless distractions in *Brave New World*. The lesson objectives are that by the end of the lesson learners will have developed their analytical and critical thinking skills and should be able to: analyse the role of endless entertainment options in the novel (1); compare and contrast the world of the novel and the world of today when it comes to endless distractions (2); discuss the disadvantages of keeping a person constantly busy (3).

Lesson 5: The topic of the fifth lesson is the ideologies of drug use in *Brave New World*. The lesson objectives are that by the end of the lesson learners will have developed their analytical and critical thinking skills and should be able to: analyse how drug use is represented in the novel and whether it has a symbolic meaning for the story (1); discuss connections between the ideologies of drug in the novel and today (2).

Lesson 6: The topic of the sixth lesson is mass consumption in *Brave New World*. The lesson objectives are that by the end of the lesson learners will have developed their analytical and critical thinking skills and should be able to discuss and analyse how mass consumption is depicted in the novel and what it might symbolise.

Lesson 7: The topic of the seventh lesson is how the World State in the novel is designed to make everyone happy and what ways it uses to make everyone living there satisfied with their life. The lesson objectives are that by the end of the lesson learners will have developed their analytical and critical thinking skills and should be able to: discuss and analyse what the cost of happiness is in *Brave New World* (1); discuss what gets lost when every one of an individual's desires are immediately met (2).

Lesson 8: The topic of the eight lesson is the concentration of power in the World State and how to avoid this dystopia. The lesson objectives are that by the end of the lesson learners will have developed their analytical and critical thinking skills and should be able to: discuss and analyse how the concentration of power is depicted in the novel (1); discuss the advantages and disadvantages of the concentration of power in the novel (2); discuss how to avoid a similar dystopian society (3).

In general, the lessons can be considered a success. One reason to support that claim is the students' active participation which indicated that the students made connections between the novel and today's world. For instance, the students claimed that there was a connection between the use of Soma in the novel and the use of modern antidepressants and drugs that are prescribed for anxiety disorders. The students claimed that reading and analysing *Brave New World* helped them to start noticing different aspects of life which they did not pay much attention to earlier. For example, mass consumption was considered an interesting topic and how it could be used to channel people's attention towards their looks. This, in turn, affects some people in the way that they start consuming more and feel happiness since being trendy and owning certain products reassures them that they are on the 'right' path. These examples are only two of numerous instances which showed the author of this paper that the eight lessons given to twenty-four Year 12 upper secondary students made them critically analyse and approach various aspects of life.

At first, it was assumed that the students were more interested in the novel and would notice the connections between *Brave New World* and today's world more easily. The students, however, started seeing these connections when they were guided. It was also felt that group discussions were beneficial as they gave the students a chance to share their ideas with each other. Each question had a time limit in order to mitigate the disadvantages of group discussion and make students work more efficiently. Asking questions that required providing evidence to support claims required the students to know the plot of the novel well. Some students admitted that guidance and group discussion helped them to appreciate the novel more and understand it better. So, it could be concluded that the tasks the students were asked to do worked and *Brave New World* could be considered a suitable novel for upper secondary students whose English is good.

However, there are some aspects that should be considered when teaching these lessons in the future. First, students might need more time to discuss some topics and express their opinions as some students felt that 45 minutes for each topic was not enough. Secondly, it is possibly reasonable to include more tasks which ask students to create something. It appears that most of the tasks used during these eight lessons asked students to answer questions in writing and discuss these questions in pairs or groups and then share their ideas with the class. This, however, may become rather monotonous. So, to make the lessons more interesting and multifaceted, it might be a good idea to include tasks which require the students to synthesise their ideas and create something new. Thirdly, it might be more beneficial to opt for the infusion or mixed approach rather than the immersion approach as this would teach students some techniques how they should approach texts when it comes to critical thinking and reading.

In conclusion, creating eight lesson plans on *Brave New World* to develop critical thinking skills in upper secondary students could be considered a success. The lessons given

covered a range of topics which helped the students to consider today's world from different perspectives. Although there are some aspects that should be taken into consideration when using the eight lesson plans to teach *Brave New World*, it can be concluded that the approach discussed in this paper works and teachers are encouraged to use it.

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APPENDICES

APPENDIX 1 – LESSON PLAN 1

TOPIC: What is Dystopian Fiction?	LESSON OBJECTIVES: <ul style="list-style-type: none"> ● Students are familiar with the terms dystopia and utopia and define them. ● Students describe the characteristics of dystopian and utopian fiction and compare both genres and show the similarities and differences. ● Students know briefly about Aldous Huxley. ● Students name examples of dystopian novels. ● Students have developed their analytical and critical thinking skills. ● Students have expressed and shared their opinion. ● Students have developed their communication and elaboration skills.
KEYWORDS: dystopian fiction, Aldous Huxley, dystopia, utopia, literature, genre	
TIME: 45 MINUTES	
MATERIALS: <ul style="list-style-type: none"> ● TED Ed video titled “How to recognize a dystopia” by Alex Gendler. (https://ed.ted.com/lessons/how-to-recognize-a-dystopia-alex-gendler#digdeeper) ● PowerPoint presentation ● Smartphones/tablets/laptops 	
INTRODUCTION: <ul style="list-style-type: none"> ● The teacher introduces the lesson plan. ● The teacher asks students what they know about dystopian and utopian fiction so far. BODY: <p>Activity 1: Dystopia/Utopia</p> <p>1.1 Students watch a TED Ed video titled “How to recognize a dystopia” (5 min 56 sec). Students make notes while watching the video. After watching the video, students are asked questions about the video (2 min).</p>	

Activity 2:

2.1 Students come up with a definition for the terms dystopia and utopia individually, name examples of dystopian and utopian fiction, and explain the importance of dystopian fiction and what is there to gain from reading and analysing it (7 min). Students compare their definitions with their deskmates and discuss the similarities and differences between utopia and dystopia (3 min). Students share their answers with the class (6 min). Students may use their laptops/tablets/smartphones to complete this activity.

Activity 3: Aldous Huxley and *Brave New World*

3.1 Students find information about Aldous Huxley and his importance individually (6 min). Students share their findings with their deskmates (3 min). Students share their answers with the class (2 min).

3.2 Students write down their first impression of *Brave New World*, why people should read it, and why is it relevant in the world of today in their opinion (5 min). Students share their thoughts with their desk-mates (3 min). Students share their ideas with the class (5 min).

Activity 4:

- Students write down at least two new things that they learned in this lesson (1 min).
- Students briefly share their answers (2 min).

CLOSING:

- Students revise the definition of dystopia and utopia.
- The teacher concludes the lesson and gives students homework.

HOMEWORK:

- Watch a video about themes in literature and do the following tasks in writing: define theme, explain how one finds themes, and explain why it matters.
- Think about themes in *Brave New World*. Write down at least two themes that can be found in *Brave New World*. Give examples from the text to support your arguments. Explain your ideas.

APPENDIX 2 – LESSON PLAN 2

TOPIC: Themes in <i>Brave New World</i>	LESSON OBJECTIVES: After the lesson, students...
KEYWORDS: themes, identity, individual, technology	<ul style="list-style-type: none"> ● know what theme is and how to find themes in a book;
TIME: 45 MINUTES	<ul style="list-style-type: none"> ● identify the main themes in <i>Brave New World</i>;
MATERIALS: <ul style="list-style-type: none"> ● Aldous Huxley's <i>Brave New World</i>. ● PowerPoint presentation. 	<ul style="list-style-type: none"> ● formulate ideas on how the themes in the novel are connected to the world of today; ● have developed their critical thinking skills; ● have expressed and shared their opinion; ● have developed their communication and elaboration skills.
<p>INTRODUCTION: The teacher introduces the lesson plan.</p> <p>BODY:</p> <p>Activity 1:</p> <p>1.1 Students provide their definition of theme, explain how one finds themes, and why it matters (4-5 min).</p> <p>Activity 2:</p> <p>2.1 Students discuss in groups of three what themes are found in <i>Brave New World</i> in their opinion and make notes. Students compare their answers and give examples from the text (6-7 min).</p> <p>2.2 Students share their ideas with the class and provide evidence from the text to support their arguments (7 min). Students understand that whenever they make a claim, they must provide evidence to support their claim. Students listen to their peers and make notes.</p>	

Activity 3:

3.1 Students discuss in groups of three which aspects of A. Huxley's futuristic society depicted in *Brave New World* mirror those of society today. Students make notes and give examples from the novel to support their claims. Each group chooses one theme that is the most important in their opinion (10 min).

3.2 The groups present their answers to the class and the students listening are making notes (10 min).

Activity 4:

- Students write down at least two new things that they learned today (1 min).
- Students briefly share their answers (2 min).

CLOSING: The teacher concludes the lessons and gives homework.

HOMEWORK:

Read "A brave new world? How genetic technology could change us" by John H. Evans and answer the following questions. Make notes and provide evidence from the article to support your arguments.

- How is genetic engineering represented in *Brave New World*?
- What are the advantages and disadvantages of designing children?
- Can genetic engineering make people less human?

APPENDIX 3 – LESSON PLAN 3

<p>TOPIC: “After all, what is an individual?”: Genetic Engineering in <i>Brave New World</i></p>	<p>LESSON OBJECTIVES: After the lesson, students...</p> <ul style="list-style-type: none"> ● have discussed how genetic engineering is represented in the novel and why was it used; ● have expressed their own ideas on genetic engineering; ● have contrasted the world of today and the world of Brave New World when it comes to genetic engineering. ● have developed their analytical and critical thinking skills; ● have expressed and shared their opinion; ● have developed their communication and elaboration skills.
<p>KEYWORDS: genetic engineering, population control, cloning, designing children.</p>	
<p>TIME: 45 MINUTES</p>	
<p>MATERIALS:</p> <ul style="list-style-type: none"> ● Aldous Huxley’s <i>Brave New World</i>. ● “A brave new world? How genetic technology could change us” by John H. Evans ● PowerPoint presentation. 	
<p>INTRODUCTION: The teacher introduces the lesson plan.</p> <p>BODY:</p> <p>Activity 1:</p> <p>1.1 Students discuss in pairs how they would define genetic engineering and what it could be used for (3 min). Students share their answers with the class (5 min).</p> <p>Activity 2:</p> <p>2.1 Students discuss the following questions, which they had to answer at home, in pairs (5 min) and share their ideas with the class (10 min). Students give evidence from the article that they had to read at home to support their claims.</p> <ul style="list-style-type: none"> ● How is genetic engineering represented in <i>Brave New World</i>? How is it related to population control? ● What are the advantages and disadvantages of designing children in the novel? ● Can genetic engineering make people less human? 	

Activity 3:

3.1 Students answer the following questions individually at first (7 min) and then discuss their ideas in pairs (5 min). Finally, the students share their ideas with the class (6 min). Students may use their laptops/tablets/smartphones to research genetic engineering and where it is used today.

- Where is genetic engineering used today? What are the advantages and disadvantages of genetic engineering?
- What do you think about cloning? Could it be ethical in some cases?

Activity 4:

- Students write down at least two new things that they learned today (1 min).
- Students briefly share their answers (2 min).

CLOSING: The teacher concludes the lessons and gives homework.

HOMEWORK:

Give at least four examples of how people were constantly distracting themselves in *Brave New World*. List examples of entertainment was available to them.

Make notes and provide evidence from the text to support your claims.

APPENDIX 4 – LESSON PLAN 4

TOPIC: Endless Distractions in <i>Brave New World</i>	LESSON OBJECTIVES: After the lesson, students... <ul style="list-style-type: none"> ● have discussed the role of endless entertainment options in <i>Brave New World</i>; ● have compared and contrasted the world of the novel and the world of today when it comes to endless distractions; ● have discussed the disadvantages of keeping one constantly busy. ● have developed their analytical and critical thinking skills; ● have expressed and shared their opinion; ● have developed their communication and elaboration skills.
KEYWORDS: distractions, entertainment, smartphones, avoiding problems.	
TIME: 45 MINUTES	
MATERIALS: <ul style="list-style-type: none"> ● Aldous Huxley’s <i>Brave New World</i>. ● PowerPoint presentation. 	
<p>INTRODUCTION: The teacher introduces the lesson plan.</p> <p>BODY:</p> <p>Activity 1:</p> <p>1.1 Students discuss their answers to the following tasks in pairs (6 min). Next, students share their answers with the class (5 min).</p> <ul style="list-style-type: none"> ● Give examples of how people were constantly distracting themselves in the World State and provide evidence from the text to support their claims. ● List examples of entertainment available to the people living in the World State. <p>Activity 2:</p> <p>2.1 Students answer the following question individually and make notes (5 min). Next, students discuss their ideas in pairs (3 min). Finally, students share their ideas with the class (5-6 min).</p> <ul style="list-style-type: none"> ● The idea of enjoying solitude is taboo in the novel. People in <i>Brave New World</i> were never bored because they were busy with endless entertainment options. How could it influence intelligence, mental stability? 	

Activity 3:

3.1 Students discuss the following questions in groups of three. Students make notes and provide evidence to their claims (7 min).

- What are the main distractions today? How do people keep themselves occupied?
- Have people become more superficial because of smartphones and technological innovations?
- Could it be said that distractions are becoming more important in our lives than facing the problems that affect us?
- Could it be said that our society has managed to abolish boredom? What could be the effect of it, considering that people

3. 2 The groups share their ideas with the class. The students listening make notes and ask questions (10 min).

Activity 4:

- Students write down at least two new things that they learned today (1 min).
- Students briefly share their answers (2 min).

CLOSING: The teacher concludes the lessons and gives homework.

HOMEWORK:

Think about the ideologies of drug use in *Brave New World*. What does the fictional drug described in the novel do? What effects does it have, and do those effects have symbolic meaning for the story? Answer the questions in writing. Give evidence from the text to support your claims.

APPENDIX 5 – LESSON PLAN 5

<p>TOPIC: “A gramme is always better than a damn”: The Ideologies of Drug Use in <i>Brave New World</i></p>	<p>LESSON OBJECTIVES: After the lesson, students...</p> <ul style="list-style-type: none"> ● have discussed how is drug use represented in <i>Brave New World</i> and does it have a symbolic meaning for the story; ● have discussed connections between the ideologies of drug use in <i>Brave New World</i> and today; ● have developed their analytical and critical thinking skills; ● have expressed and shared their opinion; ● have developed their communication and elaboration skills.
<p>KEYWORDS: drugs, happiness, psychedelics.</p>	
<p>TIME: 45 MINUTES</p>	
<p>MATERIALS:</p> <ul style="list-style-type: none"> ● Aldous Huxley’s <i>Brave New World</i>. ● PowerPoint presentation. 	
<p>INTRODUCTION: The teacher introduces the lesson plan.</p> <p>BODY:</p> <p>Activity 1:</p> <p>1.1 Students discuss the following questions in groups of three. Students compare their ideas and make notes. Students give evidence from the novel to support their claims (7-8 min).</p> <ul style="list-style-type: none"> ● What does the fictional drug described in <i>Brave New World</i> do? What is it called? Give examples from the text. ● What effects does the drug have, and do those effects have symbolic meaning for the story? Give evidence from the text. ● Is its recreational use the moral evil being decried or is it an instrument used to support a dystopian social order? Explain your answer. ● Would you take the drug if it were available? Explain your answer. <p>1.2 The groups share their ideas with the class. The students listening are making notes and ask questions if they feel the need to do that (10 min).</p> <p>Activity 2:</p> <p>2.1 Students answer the following questions individually (4 min). Next, students discuss the questions in groups of three (6 min). Students compare their ideas and make notes. Students give evidence from the novel to support their claims (7-8 min).</p>	

- Huxley biographer Dana Sawyer describes the author as having no doubt about the value of psychedelics when used responsibly but as also being reluctant to advocate their use for the masses. Should some people be allowed to use psychedelics legally?

- “For Huxley, pharmacological satisfaction of superficial pleasure threatens to subvert the urge toward spiritual enlightenment” (Hickman 1994: 156). Do you agree? Explain your opinion.

2.2 The groups share their ideas with the class. The students listening are making notes and ask questions if they feel the need to do that (7-8 min).

Activity 3:

- Students write down at least two new things that they learned today (1 min).
- Students briefly share their answers (2 min).

CLOSING: The teacher concludes the lessons and gives homework.

HOMEWORK:

Answer the following questions in writing. Give evidence from the novel to support your claims:

- How is mass consumption depicted in the novel? What does it symbolise?
- Who benefits from this? Who is this harmful to?
- Huxley thought that a dictatorship would need to condition people to make them consume more. However, the lines and fights at Black Friday (shopping holiday in the US) suggest otherwise. How does mass consumption affect people?

APPENDIX 6 – LESSON PLAN 6

TOPIC: “A love of nature keeps no factories busy”: Mass Consumption in <i>Brave New World</i>	LESSON OBJECTIVES: After the lesson, students... <ul style="list-style-type: none"> ● have discussed how mass consumption is depicted in <i>Brave New World</i> and what it might symbolise; ● have developed their analytical and critical thinking skills; ● have expressed and shared their opinion on mass consumption; ● have developed their communication and elaboration skills;
KEYWORDS: consumption, distractions, factories.	
TIME:	
MATERIALS: <ul style="list-style-type: none"> ● Aldous Huxley’s <i>Brave New World</i>. ● PowerPoint presentation. 	
<p>INTRODUCTION: The teacher introduces the lesson plan.</p> <p>BODY:</p> <p>Activity 1:</p> <p>1.1 Students discuss the following questions, which they had to answer at home, in groups of three. Students make notes while listening to their group mates. Students make sure that they have evidence from the novel to support their claims (7 min).</p> <ul style="list-style-type: none"> ● How is mass consumption depicted in the novel? What does it symbolise? ● Who benefits from this? Who is this harmful to? ● Huxley thought that a dictatorship would need to condition people to make them consume more. However, the lines and fights at Black Friday (shopping holiday in the US) suggest otherwise. How does mass consumption affect people? ● Can we say that there is a real market for goods in <i>Brave New World</i>? <p>1.2 The groups share their ideas with the class. The students listening are making notes and ask questions if they feel the need to do that (10 min).</p> <p>Activity 2:</p> <p>2.1 Students discuss the following viewpoint, make notes, and explain their answers (3 min).</p>	

As consumption is important in all major economies today, it makes sense that companies would have an incentive to keep people buying things to remain profitable. However, Aldous Huxley points out that consumerism can be used to keep people pointlessly chasing after things they think they need to be happy. This could be seen as a distraction from exploring other pursuits. Do you agree? Explain your viewpoint.

2.2 Students share their ideas with the class. The students listening are making notes and ask questions if they feel the need to do that (10 min).

Activity 3:

3.1 Students answer the following questions individually (6-7 min). Next, students discuss their ideas in pairs (3 min). Finally, students share their ideas with the class. Students provide evidence to support their claims and explain their answers (7 min).

- Where is the most need for mass consumption today?
- Why is this a problem/challenge today?
- Why are people influenced by this today?
- Where are the areas for improvement?

Activity 4:

- Students write down at least two new things that they learned today (1 min).
- Students briefly share their answers (2 min).

CLOSING: The teacher concludes the lessons and gives homework.

HOMEWORK:

The World State in *Brave New World* is designed to make everyone happy. Answer in writing how the World State uses biological science and psychological conditioning (1), the promotions of promiscuous sex (2), and a drug named Soma (3) to make everyone satisfied with their life? Make sure that you give evidence from the text to support your claims.

APPENDIX 7 – LESSON PLAN 7

<p>TOPIC: “Universal happiness keeps the wheels steadily turning, truth and beauty can't”: Happiness as the Only Acceptable State of Mind</p>	<p>LESSON OBJECTIVES: After the lesson, students</p> <ul style="list-style-type: none"> ● have discussed what is the cost of happiness in Brave New World; ● have discussed what gets lost when every one of an individual’s desires is immediately met; ● have developed their analytical and critical thinking skills; ● have expressed and shared their opinion; ● have developed their communication and elaboration skills.
<p>KEYWORDS: happiness, conditioning, drugs, desires.</p>	
<p>TIME: 45 MINUTES</p>	
<p>MATERIALS:</p> <ul style="list-style-type: none"> ● Aldous Huxley’s <i>Brave New World</i>. ● PowerPoint presentation. 	
<p>INTRODUCTION: The teacher introduces the lesson plan.</p> <p>BODY:</p> <p>Activity 1:</p> <p>1.1 Students discuss their answers to the following questions in pairs (6 min).</p> <p>The World State in <i>Brave New World</i> is designed to make everyone happy. How does the World State use these three ways to make everyone satisfied with their life?</p> <ol style="list-style-type: none"> 1. Biological science and psychological conditioning 2. The promotion of promiscuous sex 3. Drug named Soma <p>1.2 Students share their ideas with the class. Students make notes and ask questions (6 min).</p> <p>Activity 2:</p> <p>Students answer the following questions individually (6-7 min). Next, students discuss their ideas in pairs (3 min). Finally, students share their ideas with the class. Students provide evidence from the novel to support their claims and explain their answers (7 min).</p> <ul style="list-style-type: none"> ● At what cost does happiness come in <i>Brave New World</i>? 	

- What gets lost when every one of an individual's desires is immediately met?
- Could it be said that satisfaction of every desire creates a superficial and infantile happiness that creates stability by eliminating deep thought, new ideas, and strong passions? Give examples. Explain your answers.

Activity 3:

3.1 Students answer the following questions individually (5 min). Next, students discuss their ideas in pairs (3 min). Finally, students share their ideas with the class. Students provide evidence from the novel to support their claims and explain their answers (7 min).

- Do we need to be happy? Why is it important?
- How is happiness maintained nowadays? What do people do to stay happy?

Activity 4:

- Students write down at least two new things that they learned today (1 min).
- Students briefly share their answers (2 min).

CLOSING: The teacher concludes the lessons and gives homework.

HOMEWORK:

Answer the following questions in writing. Make sure that you give evidence from the novel to support your claims.

- How is the concentration of power depicted in *Brave New World*?
- What are the advantages and disadvantages of it?

APPENDIX 8 – LESSON PLAN 8

<p>TOPIC: The Concentration of Power in <i>Brave New World</i>/How to Avoid This Dystopia? Or Is It Already Inevitable?</p>	<p>LESSON OBJECTIVES: After the lesson, students...</p> <ul style="list-style-type: none"> ● have discussed how is the concentration of power depicted in the novel; ● have discussed the advantages and disadvantages of the concentration of power in the novel; ● have discussed how to avoid a similar dystopian society; ● have developed their analytical and critical thinking skills; ● have expressed and shared their opinion; ● have developed their communication and elaboration skills.
<p>KEYWORDS: power, dystopia, control, regime</p>	
<p>TIME: 45 MINUTES</p>	
<p>MATERIALS:</p> <ul style="list-style-type: none"> ● Aldous Huxley's <i>Brave New World</i>. ● PowerPoint presentation. 	
<p>INTRODUCTION: The teacher introduces the lesson plan.</p> <p>BODY:</p> <p>Activity 1:</p> <p>1.1 Students discuss their answers to the following questions in pairs. Students make sure that they have explained their ideas and given evidence from the novel to support their claims (5 min).</p> <ul style="list-style-type: none"> ● How is the concentration of power depicted in <i>Brave New World</i>? ● What are the advantages and disadvantages of it? <p>1.2 Students share their answers with the class, listen to their peers, make notes, and ask questions (6-7 min).</p> <p>Activity 2:</p> <p>2.1 Students answer the following questions individually in writing (6 min). Next, students compare their answers in pairs (3 min). Finally, students share their ideas with the class (6-7 min).</p>	

- Aldous Huxley expressed concern in his follow-up book *Brave New World Revisited* that the increasing complexity of technology and global problems had led to a concentration of power both in business and government. This concentration, he argued, not only made people more comfortable with the idea of being subjugated but also made dictatorship easier to enact. Do you agree? Why?
- How to avoid this dystopia? Or is it already inevitable?

Activity 3:

3.1 Students complete the following task in groups of three. Students make notes, explain their ideas, and provide evidence from the novel to support their arguments (10 min).

- Evaluate the relative importance in influencing the outcome of the novel of the following: physical nature, biological make-up, intimate personal relationships, society. Generalize, to show what the novelist seems to regard as the chief area in which human destiny is formed.

3.2 Students share their answers with the class, listen to their peers, make notes, and ask questions (6-7 min).

Activity 4:

- Students write down at least two new things that they learned today (1 min).
- Students briefly share their answers (2 min).

CLOSING: The teacher concludes the lessons and gives homework.

HOMEWORK: Write an analytical essay on *Brave New World* (1,5 pages). You should focus on one or two topics that we have discussed in our classes. Naturally, you need to support all your arguments with evidence.

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Karl-Martin Idol

Using Literature to Develop Critical Thinking Skills in Upper Secondary Students Gümnaasiumiõpilaste kriitilise mõtlemisoskuse arendamine läbi kirjanduse

Magistritöö

Aasta: 2020

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Annotatsioon:

Oskus mõelda kriitiliselt ja analüüsida end ümbritsevat on tänapäeval oluline üldpädevus, sest informatsioonituv on nüüdisajal tohutu. Seetõttu on oluline osata ka selle informatsiooniga ümber käia. Käesoleva magistritöö eesmärk on uurida, mil moel saab kasutada kirjandust gümnaasiumiõpilaste kriitilise mõtlemisoskuse arendamiseks inglise keele tundides. Selleks kasutas töö autor Aldous Huxley düstoopilist romaani „Hea uus ilm“ (i.k. *Brave New World*) ja koostas raamatu põhjal kaheksa tundi. Tunnid viidi läbi 24 õpilase peal, kes õpivad ühes Tallinna gümnaasiumis. Romaan on Huxley tulevikunägemus totalitaarsest olme-paradiisist, mida peetakse üheksa kahekümneenda sajandi kõige silmapaistvamaks romaaniks.

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Märksõnad: kirjandus, inglise keel, inglise kirjandus, kriitiline mõtlemine, gümnaasium, pedagoogika

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Karl-Martin Idol

17.05.2020

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