

Radboud University



Fantasy, Romance, or Dark Academia? Exploring The Impact of using BookTok in English as a Foreign Language Literature Lessons

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Abstract

This thesis aims to provide a first exploratory examination of the uses of BookTok in the EFL literature classroom. Currently, research into the practices of social reading, online reading communities and Self-Determination Theory suggest issues such as the steep decline in reading skills and motivation in Dutch secondary school students might be countered by including elements of autonomy, relatedness, and competence into literature and reading lessons.

Incorporating results from two surveys, four learner reports, and video book reports, this thesis demonstrates the influences the use of BookTok in the EFL literature classroom can have on students in a 4 havo class in Nijmegen, The Netherlands. It shows students using BookTok in their lessons end up choosing a much wider variety of novels, moving away from canonical books that are often read in school, as well as powerful reflections on personal reading experiences, and a small positive influence on reading motivation

Keywords: reading motivation, Self-Determination Theory, Participatory Culture, Social Reading, BookTok, EFL literature education

1. Introduction

Apparently, one of the worst things for a secondary school student is when they are told by their teachers that today's topic is literature, and they have to read a novel. No matter how much enthusiasm you as a teacher put into it, the groans can be heard throughout the classroom. For some reason, literature and books are always "boring" and asking students to read a novel is one of the worst requests a teacher can make of their classes. Consider my surprise then, when after a two-week period in Covid-isolation one of my students returned to school and proudly told me that she had read four English novels during her time stuck at home, and she loved all of them. I was sceptical at first, but then this student introduced me to the phenomenon "BookTok," a subcommunity on the social media app "TikTok" where users post short videos discussing all sorts of books in different ways. I was aware of its existence, but the fact that students actively used it was new to me.

It did not stop with this one student in my class, though. More and more headlines started appearing in various news outlets about this new trend among teenagers: *How Crying on TikTok Sells Books*,¹ and *The rise of BookTok: meet the teen influencers pushing books up the charts*.² Similar stories appeared in The Netherlands: *De impact van #BookTok op TikTok is immens. Ineens halen groepen pubers de kasten leeg!*³

So, it could be said that BookTok has taken the book world by storm and its effects have been recognised by many media outlets. NOS, for example, reported that book sales went up in 2022, even though numbers for sales of Dutch-language books went down. This means that specifically more non-Dutch books were sold in 2022, most of which were English books.⁴ The reason for this rise in book sales, according to many headlines, would be the BookTok trend on the app TikTok. This app has seemingly done what no parent or teacher has been able to do for these past few years: getting secondary school students interested in reading books.

¹ Elizabeth A Harris, "How Crying on TikTok Sells Books," *New York Times*, March 20, 2021, <https://www.nytimes.com/2021/03/20/books/booktok-tiktok-video.html>.

² Alison Flood, "The Rise of BookTok: Meet the Teen Influencers Pushing Books up the Charts," *The Guardian*, June 25, 2021, <https://www.theguardian.com/books/2021/jun/25/the-rise-of-booktok-meet-the-teen-influencers-pushing-books-up-the-charts>.

³ Grietje Braaksma, "De Impact van #BookTok Op TikTok Is Immens. Ineens Halen Groepen Pubers de Kastens Leeg!," *De Volkskrant*, August 27, 2021, <https://www.volkskrant.nl/cultuur-media/de-impact-van-booktok-op-tiktok-is-immens-ineens-halen-groepen-pubers-de-kasten-leeg~b6cdaecc>.

⁴ "Vorig Jaar Meer Boeken Verkocht, Vooral Het Engelstalige Boek Rukt Op," *NOS*, January 26, 2023, <https://nos.nl/artikel/2461256-vorig-jaar-meer-boeken-verkocht-vooral-het-engelstalige-boek-rukt-op>.

However, BookTok is not the first online book community to gain both popular and academic attention. Ever since the rise of YouTube and its subcommunity ‘BookTube,’ and later ‘Bookstagram’ on the Instagram app, online reading communities have been popular for many avid readers. TikTok is a younger app, founded in 2016 under the name Musical.ly and is owned by the Chinese company ByteDance Ltd. Its focus lies with short videos, with an algorithm that keeps feeding the user new content. During its relatively short existence, TikTok has gained hundreds of millions of users, mostly under thirty-five years old.⁵ During the recent Covid-19 Pandemic, TikTok gained even more users as many sought ways to fight boredom stuck at home. It was during this time, in 2020, that the BookTok subcommunity gained more attention.⁶

For some reason, BookTok has gained a following faster than seen with any online reading community before, and unlike the BookTube and Bookstagram, which were mainly used by adolescents, BookTok is particularly popular among teenagers.⁷ This can also be seen when looking at the most popular books on BookTok, for which it could be said most fall into categories of popular or young adult fiction. Some, however, have won or been nominated for large literature prizes. Examples of this are Hanya Yanagihara’s *A Little Life*, which was shortlisted for the 2015 Booker Prize and Madeline Miller’s *The Song of Achilles*, which won the Women’s Prize in 2012. The latter sold nine times as many copies weekly after going viral on TikTok than it did after winning the prestigious prize, showing the immense influence #BookTok has on sales.⁸ Marketing a novel on TikTok works so well that publishers are now sending popular creators free books to post about, or paying these creators to promote their books.⁹

However, there are also many who criticise BookTok for various reasons. The two main criticisms to be found are that the books that are recommended are of terrible quality, that it is always the same couple of titles, and that the idea of identity, the thought of being a ‘reader,’ is more important than the act of reading itself. About a BookTok creator, Cavender, for example, writes:

⁵ Christian Montag, Haibo Yang, and Jon D. Elhai, “On the Psychology of TikTok Use: A First Glimpse from Empirical Findings,” *Frontiers in Public Health* 9 (2021): 1–6, <https://doi.org/10.3389/fpubh.2021.641673>, 1-2.

⁶ Marianne Martens, Gitte Balling, and Kristen A. Higgason, “#BookTokMadeMeReadIt: Young Adult Reading Communities across an International, Sociotechnical Landscape,” *Information and Learning Sciences* 123, no. 11/12 (2022): 705–22, <https://doi.org/10.1108/ils-07-2022-0086>, 706.

⁷ Christian Ehret, Jacy Boegel, and Roya Manuel-Nekouei, “The Role of Affect in Adolescents’ Online Literacies: Participatory Pressures in Booktube Culture,” *Journal of Adolescent & Adult Literacy* 62, no. 2 (June 2018): 151–61, <https://doi.org/10.1002/jaal.881>, 152.

⁸ Harris, “How Crying on TikTok Sells Books,” np.

⁹ Ibid.

“She presents both the book she carries with her purse, *Cleopatra and Frankenstein*, and the audiobook she's listening to, *I'm With The Band*, along with the clothing items that complete her outfit. It's a very explicit example of how books on TikTok are often seen as an extension of your personal style.”¹⁰

This argument explains how books have sometimes become part of someone's identity, and if you promote books that are categorised as *Dark Academica*, for example, you need to eat, sleep and breath that aesthetic, never mind if you read the books that you carry then.

Pierce elaborates on this as well, mentioning his own past as a creator of 'BookTube' videos on YouTube, but having quit because of the growing commercialism of the platform. He argues creators were sent PR packages, showed off the books received in sponsored videos, and then never mentioned those books again. He argues the same has happened in much faster pace to BookTok, saying that creators 'act out' a romanticised identity of a reader, by showing off hundreds of books they try to make look aesthetically pleasing with colour-coded tabs, for example, complaining that with all this work, “how [do] any of them have the time to read.”¹¹

There is certainly some element of truth to these criticisms, but I would argue that there are more positive elements that might boost young people to start reading again. The first criticism can be countered in two ways. Firstly, no books are objectively bad, and a book that appeals to an audience of teenaged girls will probably not be liked by everyone. The argument of a supposed “degradation in literary taste”¹² is nothing new and has been around since long before the rise of new media. Traditional critics have continuously called out the apparent lack of quality in user review and commercialization of online book culture, retaining “the idea that an unpopular text may be in some sense *better* than a bestseller.”¹³ On this topic, Allington argues that the differences in traditional book reviewing and consumer

¹⁰ Elena Cavender, “BookTok Encourages Reading as an Aesthetic and No One Is Safe from Its Gaze,” *Mashable*, May 4, 2023, <https://mashable.com/article/booktok-reading-aesthetic>.

¹¹ Barry Pierce, “In the Shallow World of BookTok, Being ‘a Reader’ Is More Important than Actually Reading,” *GQ Magazine*, February 1, 2023, <https://www.gq-magazine.co.uk/culture/article/booktok-tiktok-books-community>.

¹² Dorothee Birke and Johannes Fehrle, “#Booklove: How Reading Culture Is Adapted on the Internet,” *Komparatistik Online*, 2018, 60–86, 63.

¹³ Daniel Allington, “‘Power to the Reader’ or ‘Degradation of Literary Taste’? Professional Critics and Amazon Customers as Reviewers of *the Inheritance of Loss*,” *Language and Literature: International Journal of Stylistics* 25, no. 3 (2016): 254–78, <https://doi.org/10.1177/0963947016652789>, 256.

reviews, such as the current BookTube videos, are to be expected as they are fundamentally different in their relationship to media and the literary field.¹⁴ On top of that, when you start exploring BookTok, you only scratch the surface of what it can offer. The TikTok algorithm is set up to show users videos that are like ones interacted with before, so when a user dives deeper into the subcommunity, recommendations will be more attuned to their preferences.

Getting teenagers to read (again) is a hot topic currently. The past couple of years has seen a steep decline in reading comprehension and motivation for reading in Dutch students. Research by the Dutch inspectorate of education showed that half of the Dutch primary school students read less than fifteen minutes a day and when moving on to secondary school, only half of the students has reached the level required to adequately participate in reading education.¹⁵ At a secondary school level this means that about twenty-five percent of students are at a risk of having a low functional literacy.¹⁶ Besides reading skills, consensus is that motivation for reading has been at an all-time low in Dutch schools these past years. Students score significantly lower on their reading comprehension than before¹⁷ and many students read less as they get older, both in and outside of school.¹⁸

In the Netherlands, secondary schools can decide for themselves how they want to design their FL literature curriculum, if they meet the goals that schools must adhere to. The way in which they do so is up to the schools, meaning that every secondary school in the country can come up with their own literature curriculum for foreign languages. The only requirement set is that students should read at least three works of literature, and pre-university students (vwo-level) have the added requirements of having to be able to distinguish different types of literary texts and use literary concepts in their interpretations of these texts, and they need to be able to name the main concepts within literary history and place the works read in this historical context.¹⁹ On these standards, Bloemert et al. mention that no information is provided by the government regarding the difficulty of the works that need to be read or any details as to what is considered a ‘work of literature.’ This means the

¹⁴ Ibid, 257.

¹⁵ “Leesvaardigheid in Primair Onderwijs Neemt Af,” PO Raad, December 15, 2022, <https://www.poraad.nl/leesvaardigheid-in-primair-onderwijs-neemt-af>.

¹⁶ Peter de Jong, “Pabo-Docent over Leesvaardigheid: ‘Beter Een Kind Aan de Donald Duck Dan Op Zijn Telefoon,’” *Parool*, February 23, 2023, <https://www.parool.nl/nederland/pabo-docent-over-leesvaardigheid-beter-een-kind-aan-de-donald-duck-dan-op-zijn-telefoon~b923b246/?referrer=https%3A%2F%2F>

¹⁷ “Leesprestaties Nederlandse Middelbare Scholieren Gaan Achteruit,” Stichting Lezen - Leesmonitor, 2023, <https://www.lezen.nl/onderzoek/leesprestaties-nederlandse-middelbare-scholieren-gaan-achteruit/>.

¹⁸ “Leestijd daalt met de Leeftijd,” Stichting Lezen - Leesmonitor, 2023, <https://www.lezen.nl/onderzoek/leestijd-daalt-met-leeftijd/>.

¹⁹ Dick Meijer, Daniela Fasoglio, and Jos Canton, *Handreiking Schoolexamen Moderne Vreemde Talen Havo/VWO: Tweede Fase: Duits, Engels, Frans* (Enschede: SLO, Stichting Leerplanontwikkeling, 2007), 8.

requirements are ‘too general’ and offer no guidance for teachers or clear learning benefits for students. On top of this, it is mentioned the introduction of the ‘core subjects’ system in 2013 means that technical reaching comprehension for EFL education is more important than ever, and there has been an increase in focus on training this skill, at the cost of literature education.²⁰

Considering both the immense popularity of TikTok/BookTok and the state of literature education and reading motivation in the Netherlands, this thesis aims to combine them to bring BookTok to the EFL literature classroom. Little has been written about this specific topic so far. Boffone and Jeresa dive into the question why BookTok appeals to this younger audience specifically. They mention that one major aspect of BookTok is its culture and the feeling of community it gives teenagers when watching the videos, arguing this provides them with a ‘safe space’ to discuss books in an environment that offers more diversity and books about topics that are of interest to them than they are presented with in schools, giving them more opportunity to discover their own literary tastes.²¹

The sense of community BookTok might provide is also mentioned by Reddan, who suggests the influencers and creators promoting books on TikTok have now become trusted sources when it comes to book recommendations. His article emphasises how book sales have increased since influencers started promoting books YouTube and Instagram but adds that the main addition of TikTok is the focus on the emotional response to a book that TikTok’s short video format has added.²² In short, teenagers trust their own age group more when it comes to book recommendations.

While there is some existing literature on TikTok and BookTok, only a few have attempted to make the connection with education or foreign language and literature education. Dezuanni et al explored the field of literature education within a larger project into teen reading in Australia, in which they explored the idea of creators on the app as “micro-influencers” and attributed a form of cultural capital to them and their promotion of books, and their role in getting Australian teenagers motivated to read more.²³ In addition, Merga

²⁰ Jasmijn Bloemert, Ellen Jansen, and Wim van de Grift, “Exploring EFL Literature Approaches in Dutch Secondary Education,” *Language, Culture and Curriculum* 29, no. 2 (2016): 169–88, <https://doi.org/10.1080/07908318.2015.1136324>, 171.

²¹ Trevor Boffone and Sarah Jeresa, “Toward a (Queer) Reading Community: BookTok, Teen Readers, and the Rise of TikTok Literacies,” *Talking Points* 33, no. 1 (2021): 10–16, <https://doi.org/10.58680/tp202131537>, 12.

²² Bronwyn Reddan, “Social Reading Cultures on BookTube, Bookstagram, and BookTok,” *Synergy* 20, no. 1 (July 2022), 2.

²³ Michael Dezuanni et al., “Selfies and Shelfies on #bookstagram and #booktok – Social Media and the Mediation of Australian Teen Reading,” *Learning, Media and Technology* 47, no. 3 (May 2022): 355–72, <https://doi.org/10.1080/17439884.2022.2068575>, 356.

mentions the importance of peer influence in motivation for reading books and book recommendations, which has moved to a digital space for this new generation and recommends (school) libraries use these spaces, such as BookTok, to provide better book recommendations.²⁴

In short, there are early, tentative, results that show the use of BookTok in a classroom could have a positive effect on students' attitudes towards reading. Whether a possible positive effect is due to the emotional aspect, the community response, or anything else, but what this thesis wants to explore is how we can take this increase in apparent motivation to read and use it in the EFL classroom.

This thesis aims to combine the findings on increased motivation by using social media in a Dutch 4 havo secondary school class by creating a lesson series that incorporates BookTok as a tool for book recommendations. Students will also report on their reading and analysis of the chosen book by creating the short-form videos using the TikTok format. The main research question for this is:

- To what extent does the use of BookTok in the English as a foreign language classroom in Dutch 4 havo classes influence students' attitudes towards reading and literature?

I will also consider the following sub questions:

- How can BookTok be used as a tool for book recommendations in an EFL classroom?
- How can BookTok short-form videos be used a tool for reading reports in an EFL classroom?
- How does the use of BookTok in a classroom setting affect learner's reading motivation?

The hypotheses for these questions are that the use of BookTok in a 4 havo English as a foreign language classroom might results in more students finding books that suit their interests and that being given this recommendation by a person their age, in video form, will give them more motivation to start reading. The use of a similar video format to TikTok as a tool for reporting on their reading might also make students more interested in finding creative ways to express their own opinion on the book read, through a focus on the

²⁴ Margaret K. Merga, "How Can Booktok on TikTok Inform Readers' Advisory Services for Young People?," *Library & Information Science Research* 43, no. 2 (2021): 1–6, <https://doi.org/10.1016/j.lisr.2021.101091>, 2.

emotional journey. All in all, the expectation is to see a rise in reading motivation through this approach.

The topic of this research is highly relevant because of the low motivation for reading in Dutch secondary school students. Where traditional media and schools have failed to get teenagers to read, seemingly reaches better results. Dutch EFL students are now reading, and mostly in English. Looking at the effects the use of this app might have in EFL education could give insights in how Dutch students want to be taught literature and reading, and how they might be motivated to read more books, both for their education and in their free time.

It is an important topic for my growth as a teacher as well because I aim to provide a safe and supportive environment in my classrooms where I leave room for choice in reading literature to stimulate motivation. The issues with reading motivation are very visible in most of my classes, but, as mentioned above, I have also spoken to students who have started reading English novels because of TikTok. These students often mention how they would have never picked up a novel without this app, and it has shown them that reading can be fun and they notice the positive effect it has on their English skills. These short remarks in my classes motivate me as a teacher to investigate this and it would be wonderful if I could extend these positive experiences to the rest of my classes.

The research for this thesis was set up using several different methods. In chapter 2, the Theoretical Framework, I will elaborate on the existing research. I will explain the exact methods used in chapter 3. Chapter 4, 5, and 6 will be used to answer the sub-questions mentioned above. All results will come together in chapter 7, which contains the conclusion and discussion.

2. Theoretical Framework

This chapter will provide a framework for the research that was conducted for this thesis. A central theme is the (decline) of reading motivation among Dutch secondary school students, on which will be elaborated below. After that, this chapter will explain the frameworks of Henry Jenkins' *participatory culture* and *convergence culture*, that are crucial to my argument of why BookTok can be beneficial when used in the EFL classroom. After, more information on current research into using social media and BookTok in (literature) lessons will be provided. And finally, an overview of important information relating to motivation theory will be given as a framework for this research.

2.1 Literature in EFL education

2.1.1 Decline of reading motivation

According to the PISA (Programme for International Student Assessment) 2018 results²⁵, Dutch students score significantly lower in relation to other participating EU countries when it comes to reading skills. The real decline, though, is visible when comparing results from 2000 until 2018. Dutch students previously scored much higher, and above the EU average, up until 2015, after which a drop can in scoring can be seen.²⁶ In this, and all previous PISA measures, girls score higher in reading skills than boys. The decline visible in Dutch students can be labelled significant, according to Gubbels et al., and as visualised by figure 1.²⁷ It also shows that while Dutch teenagers, on average, used to perform better than other OESO²⁸ countries, they are now performing worse.

One of the factors contributing to the decline in reading comprehension can be observed when looking at reading motivation. In the same PISA rapport, which examined attitudes towards reading by country, Dutch students were found to have significantly more negative attitudes towards reading, and results dropped dramatically between the reports

²⁵ PISA results are presented every three years. Results for the year 2022 will be presented by the end of 2023 and were therefore not available when writing this thesis.

²⁶ Joyce Gubbels et al., *Resultaten PISA-2018 in Vogelvlucht*. Enschede: Universiteit Twente & Nijmegen: Expertisecentrum Nederlands, 17.

²⁷ *Ibid*, 18.

²⁸ Organisatie voor Economische Samenwerking en Ontwikkeling

FIGUUR 2.2

Gemiddelde toetscores leesvaardigheid PISA-2003 t/m PISA-2018, naar geslacht (Nederland, OESO)

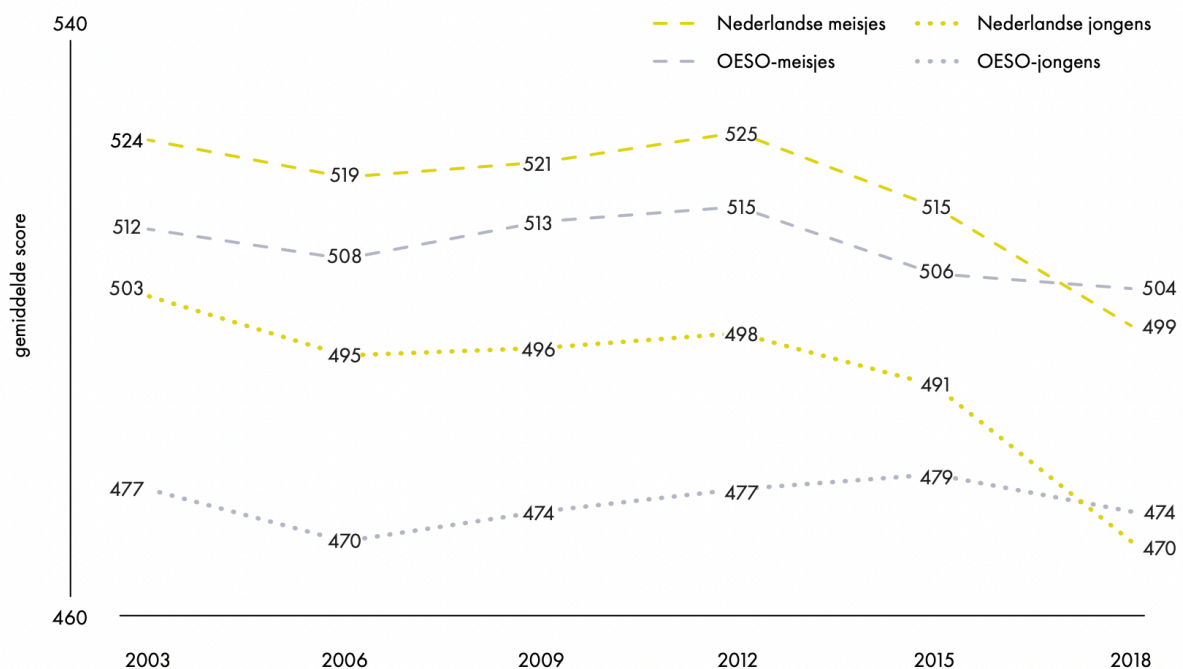


Figure 1: Resultaten PISA-2018 in vogelvlucht Joyce Gubbels Annemarie van Langen Nathalie Maassen Martina Meelissen, page 17

published over 2009 and 2015.²⁹ Again, differences were found between boys’ and girls’ attitudes, with girls having significantly more positive attitudes towards reading than boys.³⁰

A study by Stichting Lezen on reading motivation in Dutch primary and secondary schools found that about 80% of primary students “really enjoys reading.” This percentage drops to about over 50% for respondents of secondary school age, which is in line with previous research on the decline of reading motivation in the transition from primary to secondary school age.³¹ The question remains what exactly happens to make students lose their interest and motivation in reading. In short, a decline in both reading skill and reading motivation is visible in Dutch secondary school students and many are trying to solve this issue. At the same time, we see teenagers picking up more (English language) books as they have seen them on BookTok, proving a daunting but challenging task for the scope of this research.

²⁹ Ibid, 34.

³⁰ Ibid, 35.

³¹ Liesbeth van der Woud and Eric Elphick, *De Leesmotivatie van Nederlandse Kinderen en Jongeren*, Amsterdam: Stichting Lezen, 37.

2.1.2 Approaches to EFL literature education

The general decline in reading motivation can also be observed in foreign language teaching. Bloemert et al. distinguish four approaches to literature education in their research on literature education: the text approach, the context approach, the reader approach, and the language approach.³² Ideally, they argue, these four approaches should be combined into a “comprehensive approach to FL literature learning, which [...] is likely to support high quality teaching and learning.”³³ However, a study of Dutch secondary school students’ perceptions of literature in their EFL classes found that students valued the language approach in literature lessons much more than any of the other approaches. They showed that they mainly participate and read to improve vocabulary or reading skills, for example. This was followed by the context approach, but the reader and text approach were not mentioned much at all by the participating students.³⁴

In a later study, Bloemert, Jansen, and Paran argue that the way “students view the importance of foreign language literature lessons, can be regarded as an internal manifestation of motivation.”³⁵ This research has also shown that students in the Netherlands value the “language approach” above everything else, could be due to the way foreign languages are taught,³⁶ with an enormous focus on tests and a final exam based on technical reading skills. In terms of engagement and motivation specifically, Bloemert, Jansen, and Paran show that students who value the language approach do not show much motivation, but the student who value the literary factor (a combination of text and context approach), are more engaged in literature classes.³⁷

Reading is beneficial for more reasons than just “technical skills,” though. The Foster mentions Theory of Mind, for example, which suggests that identifying with the emotions of a character in a (literary) novel can influence the reader’s own emotions and increase emphatic feelings towards the character.³⁸ Foster also mentions several others have hypothesised that identification or placing oneself in the identity of the character can expand

³² Jasmijn Bloemert et al., “Students’ Perspective on the Benefits of EFL Literature Education,” *The Language Learning Journal* 47, no. 3 (2017): 371–84, <https://doi.org/10.1080/09571736.2017.1298149>, 372.

³³ *Ibid*, 372-373.

³⁴ *Ibid*, 380.

³⁵ Jasmijn Bloemert, Ellen Jansen, and Amos Paran, “Student Motivation in Dutch Secondary School EFL Literature Lessons,” *Applied Linguistics Review* 13, no. 4 (2019): 573–96, <https://doi.org/10.1515/applirev-2019-0041>, 577.

³⁶ *Ibid*, 589.

³⁷ *Ibid*, 590.

³⁸ Rebecca Tukachinsky Foster, “Character Engagement and Identification,” in *Handbook of Empirical Literary Studies*, ed. Don Kuiken and Arthur M. Jacobs (Berlin: De Gruyter, 2021), 251–75, 255.

one's sense of self. However, research has shown that this is not necessarily true. Foster's study shows participating readers mostly reported a growing sense of self when they engaged with characters who were like themselves, and with whom they could therefore easily identify.³⁹ So, engagement in reading may be higher if EFL students are offered literature with characters they can identify with themselves, which is apparently exactly the literature they are discovering on BookTok.

2.2 Convergence & participatory culture

2.2.1 *Convergence Culture*

Many people have feared for years that new media would completely take over from older, non-digital forms of media. The rise of BookTok, in contrast, has shown how old and new media can be combined to create new ways of promoting something old, such as paper books, to a young audience. The idea that this could happen is not new. Henry Jenkins hypothesised in 2006 that both forms of media might collide into what he called "convergence culture:"

"Welcome to convergence culture, where old and new media collide, where grassroots and corporate media intersect, where the power of the media producer and the power of the media consumer interact in unpredictable ways."⁴⁰

Jenkins then argues that this "convergence culture" is not to be understood as a shift in one technological advancement to the next, but rather a cultural shift, a change in the way humans interact with certain types of new media. Where media consumption was once predominantly passive, with producers of media on the one side and consumers on the other, the culture has shifted in a way where consumers have received an increasingly active role that allows them to participate more in the production process.⁴¹

Convergence culture goes beyond a proposed hypothesis, as this has arguably happened to book culture over the past decade, which has adapted itself to digital culture and new media in ways many had not expected, as Birke and Fehrle write. They name, for example, databases such as Project Gutenberg and Google books, the rise of E-Books, and

³⁹ Ibid, 267.

⁴⁰ Henry Jenkins, *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century* (Cambridge, MA: MIT Press, 2009), 2.

⁴¹ Ibid, 3.

the enormous rise in online book sales by giants such as Amazon.⁴² On top of this, there has been a rise of what they name ‘booktneret,’ which is defined by websites on anything to do with books and later the rise of social media platforms that focus on books and reading, most prominently Goodreads, and niches on other existing social media platforms, such as YouTube and Instagram.⁴³

2.2.2 Participatory Culture

With more active media consumption came theories of what is called “participation culture.” Back in 2005, Jenkins explained over half of American teenagers could be considered “media creators” as they had created something online, from written to video content or even posting artwork.⁴⁴ With the popularity of social media only rising since then, chances are incredibly high that this number has only risen as well. In fact, 60% of the world population today uses social media, of which Facebook is still the most popular and followed by YouTube, WhatsApp, and Instagram. TikTok has not yet risen to the top five but is considered one of the fastest growing platforms today.⁴⁵ Most of these platforms involve the user posting some form of content, making it that today, over half the world population could be considered “media creators.”

Jenkins defines participatory culture as a culture where there are no to little hindrances for participants to express or engage, where there is opportunity to create and share creations, which includes some form of “mentorship” in which more experienced participants teach the less experienced, where participants feel they are valued, and where there is a connection with others.⁴⁶ This goes for regular culture, but its educational merit should also be taken into consideration. Jenkins cites James Gee, who coined the term “affinity spaces,” which explains how learning and engagement rise when dealing with popular culture in contrast to (school) textbooks and can thus offer opportunities for didactics and education. These affinity spaces mean students participate more actively in various ways and its goal is to go towards peer-to-peer teaching, making sure each participant, or student,

⁴² Birke and Fehrle, “#booklove,” 62.

⁴³ Ibid, 63.

⁴⁴ Henry Jenkins, *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century* (Cambridge, MA: MIT Press, 2009), 7.

⁴⁵ Dave Chaffey, “Global Social Media Statistics Research Summary 2023 [June 2023],” Smart Insights, June 7, 2023, <https://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/>.

⁴⁶ Jenkins, *Confronting the Challenges*, 6.

can feel like an expert in the field of their own interests.⁴⁷ This tackles an issue seen back when this theory was formed, but today as well, where students show an unwillingness to participate in the classroom. It is even argued that teenagers are not always seen as people with agency but are often overlooked in areas of life, such as education, where the “experienced” adults make decisions “over their heads.”⁴⁸ An example today would be the growing discontent with “reading lists” among students, who, justified or not, feel that they must read canonical literature when reading for school.⁴⁹ Turning towards a participatory culture would, within this framework with mentorship from a teacher or peer-to-peer recommendations, promote reading.

However, the utopia of participatory culture online knows several flaws, the first being that accessibility to online spaces remains an area of inequality. Not everyone has the fastest internet or the most recent laptop or smartphone to be able to participate, which here is coined the “participation gap.” This idea is nothing new, even before the rise of new media, children with access to many books at home, for example, developed academic skills more easily than children who did not have these recourses.⁵⁰ Research after the rise of the internet found that factors of class, age, gender, race, etc. also contribute to experiences online. Where some students have access to all recourses and support from parents or guardians, others must rely on themselves, which may impact self-confidence when using technology at school.⁵¹ BookTok’s easy availability may suggest this trend goes beyond the participation gap, though taking into account the algorithm, it could be argued there is a bigger chance of landing on this sub-community when an interest in reading has been given along by parental figures, keeping the gap as it has been, and teachers or peers could step into the mentorship role here.

A second flaw is named the “transparency problem,” and entails the difficulty of determining whether something stated online is truthful or not, which is even more difficult for teenagers who have not developed the skill to discern between honest reviews and paid promotion yet. Ellen Seiter states: “The Internet is more like a mall than a library; it

⁴⁷ James Paul Gee, *Situated Language and Learning: A Critique of Traditional Schooling* (New York, NY: Routledge, 2004), quoted in Jenkins, *Confronting the Challenges*, 10.

⁴⁸ David Buckingham, *The Making of Citizens: Young People, News, and Politics* (London: Routledge, 2000), quoted in Jenkins, *Confronting the Challenges*, 12.

⁴⁹ Liselotte Idema, “Waarom Leeslijsten Vol Klassieke Literatuur Staan, Terwijl Dat Helemaal Niet Hoeft,” *Nu.Nl*, November 27, 2022, <https://www.nu.nl/algemeen/6238446/waarom-leeslijsten-vol-klassieke-literatuur-staan-terwijl-dat-helemaal-niet-hoeft.html>.

⁵⁰ Jenkins, *Confronting the Challenges*, 12.

⁵¹ Peter Lyman, *Literature Review Digital-Mediated Experiences and Kids’ Informal Learning* (San Francisco, CA: Exploratorium, 2004), quotes in Jenkins, *Confronting the Challenges*, 14.

resembles a gigantic public relations collection more than it does an archive of scholars.”⁵² Dutch media law was tightened last year to force social media creators to more transparent into what posts are honest personal recommendations, and what posts are paid promotions, or advertisements.⁵³ Jenkins states that, when using participatory culture in the classroom, pedagogical considerations must be made to ensure all students have the skills to overcome this flaw.⁵⁴

Finally, the third flaw is of an ethical nature. Where traditional media was usually supervised, online culture means anyone can post anything, unsupervised. Especially with newer platforms that are mostly used by younger people and not- or misunderstood by their mentors, this can mean posts made on social platforms can have unwanted consequences.⁵⁵ This is especially true nowadays and when referring to TikTok, which has come under scrutiny for its user privacy regulations. Several countries are now considering limiting access to the app or banning it completely as the parent company, ByteDance, may have given collected user data to the Chinese government.⁵⁶ Another issue regarding TikTok remains its algorithm, which can be great when promoting reading, but less so when showing harmful content, such as videos promoting eating disorders, to teenagers.⁵⁷ The pedagogical challenge here is the question how to guide students through these issues, as even considering those, BookTok can operate as a valuable didactic tool to promote reading motivation.

2.3 Book cultures

2.3.1 (online) book culture

When considering how most people decide what books to read, the only conclusion is many choose books based on reviews, are recommended a book to a friend, or participating in a book club. All of these are, at their core, social activities. Zhang, McKay, and Buchanan note: “No-one truly reads alone. Rather, reading happens in a rich social context that includes

⁵² Ellen Seiter, *The Internet Playground: Children’s Access, Entertainment, and Mis-Education* (New York , NY: Peter Lang, 2007), quotes in Jenkins, *Confronting the Challenges*, 16.

⁵³ Malini Witlox, “Influencers Mogen Geen Sluikreclame Meer Maken, Maar Doen Het Wel,” *RTL Nieuws*, November 12, 2022, <https://www.rtlnieuws.nl/economie/artikel/5346176/influencers-reclame-code-sluikreclame-mediawet#:~:text=Wetten%20en%20regels,Media%20in%20werking%20zijn%20getreden>.

⁵⁴ Jenkins, *Confronting the Challenges*, 27.

⁵⁵ *Ibid*, 25.

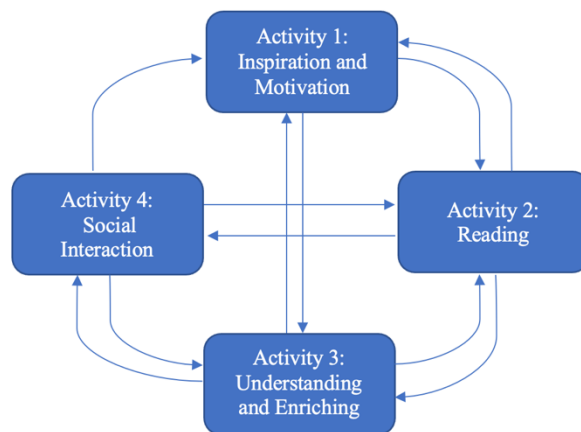
⁵⁶ Sapna Maheshwari and Amanda Holpuch, “Why Countries Are Trying to Ban TikTok,” *New York Times*, May 23, 2023, <https://www.nytimes.com/article/tiktok-ban.html>.

⁵⁷ Sapna Maheshwari, “Young TikTok Users Quickly Encounter Problematic Posts, Researchers Say,” *New York Times*, December 14, 2022, <https://www.nytimes.com/2022/12/14/business/tiktok-safety-teens-eating-disorders-self-harm.html>.

many influences from other people, even if the act of reading itself is solitary.”⁵⁸ This aspect of reading, referred to as “social reading” is defined as: “a reader-centred reading activity in which readers interact with socially created information outside the reading material, or directly with other people, as part of their reading activity.”⁵⁹ They argue that social reading spaces have been around for a long time, but have now evolved to also include online spaces. Some of these spaces were created specifically to be reading platforms, such as *Wattpad*, where users can share original written material, or *Goodreads*, a platform for user reviews.⁶⁰ Reading at school, however, seems to be a very solitary activity. Students are receiving an assignment to read a novel, get some time to do so, hand in a report, and then they are done.

Zhang, McKay, and Buchanan propose the “Social Reading Journey” model, as described in figure 2. This model consists of four activities: *Inspiration & Motivation*, where readers find recommendations on what to read, *Reading*, where they read the recommended literature, *Understanding & Enriching*, where a reader may want to look up (additional) information about their book, and finally *Social Interaction*, which involves interacting with other readers. The proposed model is circular, meaning that most of the activities are interrelated to each other and there is no specific order of activities to be followed.⁶¹ If applied to an educational context, it might contextualise and socialise reading for secondary school students and convince them to see reading as a social activity as well

Figure 2: Social Reading Journey Model based on Zhang, H., McKay, D., & Buchanan, G. (2021). *I’ve Got All My Readers With Me. Proceedings of the 2021 Conference on Human Information Interaction and Retrieval*. doi:10.1145/3406522.3446022, page 188



⁵⁸ Huiwen Zhang, Dana McKay, and George Buchanan, “I’ve Got All My Readers With Me: A Model of Reading as a Social Activity,” *Proceedings of the 2021 Conference on Human Information Interaction and Retrieval*, March 14, 2021, 185–95, <https://doi.org/10.1145/3406522.3446022>, 185.

⁵⁹ *Ibid*, 186.

⁶⁰ *Ibid*, 187.

⁶¹ *Ibid*, 187-188.

2.3.2 BookTube & Bookstagram

The social reading journey model can be applied to offline sources, or online sources specifically designed for reading. Moreover, in recent years there has been a rise in reading subcultures on more general social media platforms. One example of this is *YouTube*, which has its own sub-genre aptly named “*BookTube*.” Here, creators (or *BookTubers*) upload a specific sub-genre of videos revolving around books, reading, and being a “reader,” aimed primarily at a younger audience ranging from teenagers to adolescents in their mid-20s.⁶² Ehret, Boegel, and Manuel-Nekouei argue that an understanding of literacy cultures online is important to understand how best to promote reading and give young readers a sense of belonging.⁶³ In addition, Reddan argues that a platform such as *BookTube* can promote engagement. As an example, they assert that many creators on the platform frequently interact with their audience to create a sense of belonging and connection by not only giving recommendations, but also asking for them.⁶⁴

In contrast to videos about books on YouTube, books on Instagram, more specifically on *Bookstagram*, are presented and promoted through images. Here, users post images and content around the topic of books and reading culture, from photos of books, to TBR (to be read) collections, to pictures of bookshelves (“shelfies”).⁶⁵ Here, there is less direct interaction with followers, but Rodger argues that the images on *Bookstagram* could encourage reading through the carefully selected *reader lifestyle* it presents, making it so that followers “look up” to the *Bookstagram* creator.⁶⁶ A link between “shelfies” and education was made by Dezuanni, who argues that its use in the classroom could address a problem among Australian teenagers who reported that they read less because they have difficulty “finding a good book.”⁶⁷ Similar issues regarding a decline in reading motivation like the one in the Netherlands, as mentioned before, is seen in Australia, coupled with a rise in screentime and social media use.⁶⁸ Dezuanni argues that, while posting “shelfies” is not the

⁶² Christian Ehret, Jacy Boegel, and Roya Manuel-Nekouei, “The Role of Affect in Adolescents’ Online Literacies: Participatory Pressures in Booktube Culture,” *Journal of Adolescent & Adult Literacy* 62, no. 2 (June 2018): 151–61, <https://doi.org/10.1002/jaal.881>, 2.

⁶³ *Ibid.*, 10.

⁶⁴ Reddan, “Social reading cultures,” 4.

⁶⁵ *Ibid.*, 7.

⁶⁶ Nicola Rodger, “From Bookshelf Porn and Shelfies to #bookfacefriday: How Readers Use Pinterest to Promote Their Bookishness,” *Participations: Journal of Audience & Reception Studies* 16, no. 1 (May 2019): 473–95, quoted in Reddan, “Social Reading Cultures,” 4.

⁶⁷ Leonie Rutherford, Margaret Kristin Merga, and Andrew Singleton, “Influences on Australian Adolescents’ Recreational Reading,” *The Australian Journal of Language and Literacy* 41, no. 1 (2018): 44–56, <https://doi.org/10.1007/bf03652005>, quotes in Dezuanni, “Selfies and Shelfies,” 355.

⁶⁸ Dezuanni, “Selfies and Shelfies,” 356.

same as reading, it could improve the general attitude of the (teenage) reading public towards the practise.⁶⁹ The problem of “finding a good book,” and the apparent social recommendation success that BookTok has with teenagers, could prove as hopeful as Dezuanni argues.

2.3.3 *BookTok*

A recent shift sees *Bookstagram*, move towards short videos, “reels,” over images, as a response to the sudden popularity of the app central to this thesis, TikTok. Martens et al found that identity as a reader is an important part of *BookTok*, and many creators read an average of 10 books per month while maintaining a close relationship with their online following, creating a “connected learning environment” consisting of peers. This, it is argued, creates a *participatory culture*, where one can decide to contribute or simply be inspired. Unique to *BookTok* is the way in which (universal) sounds can be used in the background of videos, instead of captions or comments in a certain language, making *BookTok* a platform where readers worldwide can connect.⁷⁰ Besides easy participation, *BookTok* has a specific focus on emotional responses to certain books, which appeals to a younger audience. All in all, Martens et al argue that “BookTok has enormous potential for connected learning, provided young people have access to the devices they need.”⁷¹

Suggestions for using BookTok in the classroom are made by Jeresa and Boffone, who argue that advantages of BookTok include that it gives more control to students over teacher, who sometimes offer a limited framework of literature for students to find books that really interest them. In contrast, BookTok offers opportunity for students to find their own, unregulated way, within the world of literature.⁷² On top of this, BookTok offers teenagers a way to find peers who are also interested in reading, but more importantly, they argue “BookTok draws new readers to reading, and, most importantly, makes reading “cool” by introducing potential readers to culturally relevant YA texts.⁷³ As for classroom practices, several suggestions are given, including one that entails having students engage with the platform in class and having them create their own videos, which could “allow space to dialogue with their peers to exchange what they notice, like, dislike, or connect with”⁷⁴

⁶⁹ Ibid, 370.

⁷⁰ Martens et al., #booktokmademereadit, 13.

⁷¹ Ibid, 14.

⁷² Sarah Jeresa and Trevor Boffone, “BookTok 101: Tiktok, Digital Literacies, and Out-of-school Reading Practices,” *Journal of Adolescent & Adult Literacy* 65, no. 3 (2021): 219–26, <https://doi.org/10.1002/jaal.1199>, 221.

⁷³ Ibid, 222.

⁷⁴ Ibid, 224.

Important here are the fact that all activities allow students agency and move away from more traditional teacher-led reading suggestions, and promote students to develop their own literary taste. Finally, while admitting that there is still a research gap with regards to including BookTok in the language classroom, it is not the first “digital literacy inactive for teens by teens” and if earlier forms, such as BookTube or Bookstagram, are anything to go by, there are many opportunities when it comes to incorporating it in education.⁷⁵

1.4 Self-Determination Theory

The Self-Determination Theory (SDT) was first proposed by Ryan and Deci and is described as follows:

“The (self-determination) theory examines how biological, social, and cultural conditions either enhance or undermine the inherent human capacities for psychological growth, engagement, and wellness, both in general and in specific domains and endeavors. SDT research thus critically inquires into factors, both intrinsic to individual development and within social contexts, that facilitate vitality, motivation, social integration and well-being, and, alternatively, those that contribute to depletion, fragmentation, antisocial behaviors, and unhappiness.”⁷⁶

Over its many years of being used in several fields of research as an important psychological framework, this theory has proven to be easily applicable to many social situations in measuring different types of motivation,⁷⁷ which they etymologically define as “what moves people to action” in fields of learning and behaviour.⁷⁸

Crucial in the self-determination theory is the difference between intrinsic and extrinsic motivation. Here, intrinsic motivation means the behaviours that come from an internal place of wanting to learn or experience something, without any external factors at play. They are performed purely out of personal interest. Extrinsic motivation, in contrast,

⁷⁵ Ibid, 225.

⁷⁶ 1. Richard M. Ryan and Edward L. Deci, *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness* (New York, NY: Guilford Press, 2017), 3.

⁷⁷ Ibid, 5.

⁷⁸ Ibid, 13.

entails there is some form of reward of approval given for the performed behaviour, or an avoidance of negative consequences. Extrinsic motivation can also stem from personal external factors, such as a personally valued outcome.⁷⁹ Most commonly, a mix between elements of intrinsic motivation and extrinsic motivation can be observed.

The SDT states that three specific psychological needs need to be satisfied to realise motivation: autonomy, competence, and relatedness.⁸⁰ Autonomy refers to the need to experience a sense of voluntariness and agency in the action to be done. An individual does not have to have full independent control to experience autonomy, if it is not subject to external controls, but self-endorsed and in line with an individual's principles and interests.⁸¹ Competence, within SDT, refers to the need to feel proficiency or capability. This need can easily be obstructed by challenges that are too difficult or by receiving negative feedback externally, or feelings of self-criticism and constantly comparing oneself to others.⁸² Lastly, relatedness refers to the need to feel connected to others and having a place within the larger social group, receiving love and care, but giving it as well, creating a feeling of contributing to the social environment.⁸³

Social environments in which any behaviour is performed can be either supportive or refuting of motivation. Within SDT, social environments can be classified as either "autonomy supportive," "effectance supporting," and "relationally supportive," based on the degree to which the environment can satisfy the above-mentioned psychological needs.⁸⁴ One of the most prominent social environments in which motivation is important, is school. Schools that facilitate in the three basic needs have been shown to support students' self-motivation to a higher degree.⁸⁵

The application of the SDT in educational contexts has, unsurprisingly, been well-researched. Motivation, especially intrinsic, is often difficult to accomplish and my educators are known to go back to grading more assignments or tests to at least put external pressure on students to ensure learning happens.⁸⁶ However, research by Ryan and Deci found that students in a classroom that was, specifically, autonomy-

⁷⁹ Ibid, 14.

⁸⁰ Ibid, 10.

⁸¹ Ibid, 10-11.

⁸² Ibid, 11.

⁸³ Ibid.

⁸⁴ Ibid, 12.

⁸⁵ Ibid, 18.

⁸⁶ Ibid, 353.

supportive, were more intrinsically motivated and self-confident than students in a more controlled classroom.⁸⁷

Others have applied the Self-Determination Theory specifically to reading motivation. As mentioned before, many see a steep decline in reading motivation, especially going from primary school children to secondary school teenagers.⁸⁸ In this, and other, research projects, “reading motivation” is defined as “the individual’s personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading.”⁸⁹ As with all behaviours, reading can be done for several reasons, ranging from an intrinsic desire to do so, to complete external control from a teacher or a parent, for example. De Naeghel et al. created a questionnaire based on the SDT for this specific reason, it separates questions based on the different types of motivation.⁹⁰ Further explanation of the application of this study will be explained in the methodology.

Besides reading motivation, SDT has also been applied to language learning through social media. Akbari, Pilot, and Simons looked at the three basic psychological needs in relation to EFL learning on Facebook, arguing that social media could offer many benefits to language learning, such as easy interaction and more access to native speakers of the target language.⁹¹ They also argue that SDT is an especially useful framework for this type of research, because it is very suited to examine student attitudes and engagement in online environments.

Their study focused on differences between learning English in a Facebook group and face-to-face and found that all three basic psychological needs were met in larger quantities in the group learning on Facebook than the group learning face-to-face, as they experienced autonomy through more access to resources to solve problems, competence by providing more safety and ways to check answers, leading to more confidence in participation, and lastly more relatedness, as collaboration and communication were easy.⁹² Their research thus found that learning through social media can be beneficial for student learning outcomes and

⁸⁷ Ibid, 355.

⁸⁸ Jessie De Naeghel et al., “The Relation Between Elementary Students’ Recreational and Academic Reading Motivation, Reading Frequency, Engagement, and Comprehension: A Self-Determination Theory Perspective,” *Journal of Educational Psychology* 104, no. 4 (2012): 1006–21, <https://doi.org/10.1037/a0027800>, 1006.

⁸⁹ John T Guthrie and Allan Wigfield, “Engagement and Motivation in Reading,” in *Handbook of Reading Research*, ed. Michael L Kamil et al. (New York, NY: Routledge, 2000), 403–22, quoted in De Naeghel et al, “The Relation,” 1006.

⁹⁰ De Naeghel et al., “The Relation” 1009.

⁹¹ Elham Akbari, Albert Pilot, and P.R.J. Simons, “Autonomy, Competence, and Relatedness in Foreign Language Learning through Facebook,” *Computers in Human Behavior* 48 (2015): 126–34, <https://doi.org/10.1016/j.chb.2015.01.036>, 126.

⁹² Ibid, 131.

motivation, strengthening the hunch that this might also be true for the use of BookTok in educational contexts.

4. Methodology

This chapter will start by revisiting the aim of the current research and the main research questions. It will then provide an overview of several concepts central to the research, after which the methodology of the research will be presented. Finally, limitations to the research will be reviewed.

4.1 Research design

To answer the research question: *To what extent does the use of BookTok in the English as a foreign language classroom in Dutch 4 havo classes influence students' attitudes towards reading and literature?* the present study opted for a mixed methods approach with both quantitative and qualitative elements, but with a more focus towards the qualitative aspects. The study aimed to explore student reading motivation, as well as the effectiveness of using BookTok as a didactic tool both for reading recommendations and literature education.

A mixed methods approach was important to the research, as it is a relatively new and undiscovered topic in education research. As mentioned in the literature review, there is existing research on a variety of topics that are part of the conceptual framework, including the use of social media as didactic tools, the different ways to approach motivation for reading and literature, and exploratory studies into the phenomenon of BookTok, but none of these have yet been combined. It was thus important to know not only if the intervention had an effect, but also how, why, and for what participants.⁹³ Due to the relatively new nature of the study, however, it was important to focus more on the qualitative aspects of the research. As discussed by Graham, qualitative research is more open and exploratory, “examining fields where we may not be at all clear what we expect to find.”⁹⁴

The quantitative element of the study consisted of a questionnaire with questions on a 5-point Likert scale, whereas qualitative elements included open ended questions in the questionnaire, learner reports with questions in which participants explained their thinking process and reflections on lessons and assignments, and finally two videos produced by each participant.

⁹³ “Why Mixed Methods?,” Johns Hopkins Bloomberg School of Public Health, accessed June 30, 2023, <https://publichealth.jhu.edu/academics/academic-program-finder/training-grants/mixed-methods-research-training-program-for-the-health-sciences/about-the-program/why-mixed-methods#:~:text=Mixed%20methods%20enables%20investigators%20conceptually,of%20research%20to%20facilitate%20translation.>

⁹⁴ Graham R. Gibbs, *Analyzing Qualitative Data* (Los Angeles, CA: Sage Publications Ltd, 2018), 11.

4.2 Participants

The experiment was conducted in two groups of 4 classes in a secondary school in Nijmegen, the Netherlands. The first group, taught by me, consists of 25 students, 16 boys and 9 girls. The second experimental group, taught by a colleague, consists of 17 students, 14 boys and 3 girls. This means the full experimental group (N=42) consists of 72% boys and 28% girls. Finally, another 4 English classes acted as control group, and consisted of 23 students, 13 boys and 10 girls, making the divide in this group 57% boy against 43% girls. Ages in all groups range from 15 to 18 years old. As will be explained in the explanation of the procedure, participant numbers for each of the different research methods varied, as multiple students in all classes were marked absent during the lessons. All participant numbers will be given for the individual research instruments.

Groups to be included in the experimental or control group were selected based on their teachers' availability. Students typically end up in a 4 havo class in many ways, such as the 'regular' route from 3 havo, after receiving their vmbo diploma, or moving from a 3 vmbo or 3 vwo class. This year, due to a school-closure in Nijmegen, The Netherlands, several students in the participants group have only been at this school since this year. These factors are important, because it means that all students have different backgrounds when it comes to prior knowledge and experience with reading literature in EFL classes. Overall, though, literature is introduced in the upper grades, so most students have not had any or many classes on the topic.

The two classes that make up the experimental group were informed the lessons they were to participate in were part of a research project and they were informed that all the materials handed in would be anonymized before analysis. They were also asked, due to privacy issues regarding TikTok, if they agreed to use it for educational purposes, and students who did not agree were helped to find videos for the experiment in different ways.

4.3 Data collection

Data was collected in three different ways, with two questionnaires, learner reports, and video reports. The development and use of these instruments is explained below. All instruments can be found in full in the appendix.

4.3.1 Instruments

1. Questionnaires

Two questionnaires were developed (a pre-test and a post-test) to assess students' attitude and motivation towards recreational and academic reading of literature. The questionnaire consisted of both closed-ended and open-ended questions and was thus designed to gather quantitative and qualitative data.

The closed-ended questions in the questionnaire were based on the SRQ-Reading Motivation questionnaire, which is in turn based on Ryan and Deci's Self-Determination Theory. This questionnaire thus considers different types of intrinsic and extrinsic (reading) motivation, including:

“Intrinsic regulation (e.g., “I read because I enjoy reading”), identified regulation (e.g., “I read because I think reading is meaningful”), and two controlled types of reading motivation, introjected (e.g., “I read because I will feel guilty if I don't do it”) and external regulation (e.g., “I read because others oblige me to do so”).”⁹⁵

The questionnaire used in the present study was based on this questionnaire, using the same division between recreational reading and academic reading, and initially including all four types of motivation mentioned above. However, the pre-test appeared to be too long in observations of students filling it in and initial analysis of results. For this reason, some questions, including introjected motivation, were dropped from the post-test.

Answers to the closed-ended question were given on a five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree) and all closed ended questions in the pre-test were accompanied by an open-ended question asking participants to explain their answers. Observed frustration and *questionnaire fatigue* lead to

⁹⁵ De Naeghel et al., “The Relation,” 1010.

the decision to shorten the post-test by only asking for open-ended explanations once for the questions on intrinsic and introjected motivation, and once for the questions on external regulation.

The questionnaires were administered electronically through the programme *Survio*, allowing for easy anonymous data collection. Although students were asked to complete the questionnaires in class or to finish at home if absent, several students in all three classes failed to complete one or both questionnaires. In the end, of the full experimental group (N=42), 36 students filled in the pre-test and 26 filled in the post-test. In the control group (N=23), 19 students filled in the pre-test and 16 filled in the post-test. The low numbers compared to the full group could be explained by the overall low attendance seen in 4 classes this year and the time of year, nearing the summer holiday, means several students have already decided they will leave secondary school in favour of a vocational college and are exempt of any more tests or grades.

The questionnaires were administered in Dutch, as levels of English vary in the groups. Students were allowed to answer the open-ended questions either in Dutch or English. When quotes by students are used in the text, all Dutch answers have been translated by me. Clarification will be given in the footnotes with either the original Dutch answer or the message that this sentence was written down exactly like this, with grammar and spelling mistakes copied.

2. Learner reports

Participants in the experimental group were given a worksheet with questions to reflect on their learning process and experiences throughout all four lessons. These learner reports were designed to provide insights into the individual and collective experiences relating to the intervention of using BookTok in the lessons. The first two lessons were used to gather data on first impressions of the platform and novels found there by students, whereas the last two lessons were used to reflect on reading literature this way and creating videos of their own.

The learner reports were initially written on paper and collected from participants. As they had to be able to get them back for later lessons, reports were not anonymous. To ensure anonymous analysis, all reports were later copied to an electronic source where any identifiable information was removed.

Before starting each learner report, participants received both oral and written instructions to further provide clarity towards the purpose of the reports. As mentioned, early reports were used to gather first impressions on the use of BookTok and an overview of

novels found by students on the platform. At the end of the final lessons, reflection questions based on Schrijvers, Janssen, and Rijlaarsdam were asked, including “what did you learn about English literature” and what did you learn about yourself through the lessons/reading literature.”⁹⁶ Answers included one or multiple experiences or developments observed by students.

As with the questionnaires, absences each lessons means participation numbers for each learner report varies drastically. On top of this, some students did take their forms home, ignoring explicit instruction not to do so, and subsequently lost their reports at home. Eventually, Learner Report 1 was handed in by 22 students, Learner Report 2 by 29 students, Learner Report 3 by 37 students, and Learner Report 4 by 33 students.

Thought the questions on the learner reports were in English, students were allowed to answer in Dutch if they felt they could express themselves better that way. Like with the open-ended questions, all Dutch answers used in-text have been translated by me or clarification will be given in footnotes when a sentence was originally written in English by the student.

3. Video reports

As a last instrument, students were asked to create two BookTok videos of their own after reading the novels and hand these in both to be graded and used for analysis. The first video students were asked to make was based on the *reader centred approach* and asked students to visualize their experiences when reading the novels. They were provided with examples of BookTok creators who made reviews, recommendation, emotional, or explanatory videos relating to this topic and were given the freedom to create what they wanted within this framework. For the second video, students made a video based on a *text and context cantered approach*, where they had to visualize the character development of a character of choice, but it had to be focused on the *emotional journey*. Videos were handed in through Magister ELO, were part of students’ graded portfolios and thus not anonymous. Any audio or video included in this research was anonymised.

To make sure the results were fully based on the intervention of using BookTok in the lessons, the grading and assignments of the video reports is as close to the assignments given to the control group. Here, students were asked to read a novel and hand in a written report

⁹⁶ Marloes Schrijvers, Tanja Janssen, and Gert Rijlaarsdam, “‘Dat Een Boek Kan Veranderen Hoe Je Naar de Wereld Kijkt’; De Impact van Literatuuronderwijs Op Zelfinzicht En Sociaal Inzicht van Bovenbouwleerlingen in Havo En Vwo Auteurs,” *Levende Talen Tijdschrift* 17, no. 1 (2016): 3–13, 5.

for which they had the option of several creative writing assignments. The assignment had to be handed in through Magister ELO and was part of the graded portfolio. Therefore, the only differences between both groups were the use of BookTok for reading recommendations and manner of creating the book reports.

The combination of insights from the questionnaires with rich qualitative data through these learner reports provided a good understanding of participants' attitudes, motivations and learner outcomes relating to using BookTok in the lessons.

4.3.2 procedure

The experiment was conducted through four different lessons in the two 4 havo classes. As mentioned above, one class was taught by me, and one class by another teacher using the materials I provided. A brief overview of the lessons is given here, but full lesson plans and PowerPoints can be found in the appendix.

1. First lesson

In the first lesson, students were briefly introduced to the concept of literature and then asked to complete the first questionnaire. They were then introduced to BookTok by instruction and the classroom reading of a *New York Times* news article about the topic.⁹⁷ They were shown some examples of BookTok videos and subsequently asked to use their phones to look around the platform themselves. Some students preferred not to use TikTok, so they were provided with downloaded videos or used *Instagram Reels* to find similar videos if they felt comfortable doing so.⁹⁸ They were asked to reflect on their findings in Learner Report 1 and to create an initial top three of books they would like to read.

2. Second lesson

The second lesson incorporated the social reading journey by asking students to form groups to discuss and compare their findings. They were asked to talk about BookTok in general, but also to present and discuss their top three books. Using this information, they could edit their top three or stay with their selected books. They then were asked to pick one book to read and to look up where they would be able to get it. Some students, who were familiar with BookTok, mentioned they had some of the books at home, others used the library, and others

⁹⁷ Elizabeth E Harris, "How TikTok Became a Best-Seller Machine," *New York Times*, July 1, 2022, <https://www.nytimes.com/2022/07/01/books/tiktok-books-booktok.html>.

⁹⁸ Many BookTok videos are reposted on Instagram using Reels

ordered the book online or used an eBook. They were given several weeks to read the book, both at home and in lessons.

3. Third lesson

A few weeks after the second lesson, students were asked to finish their novels. Many had not done so yet, but due to time constraints it was important to move on. In the third lesson students prepared their own BookTok videos. They were instructed to focus on both their own experience and the journey of one of the characters and given frameworks in Learner Report 3 to write those down. If finished during the lesson, they could start filming, otherwise videos had to be finished at home.

4. Fourth lesson

The fourth lesson was more focused on the social experiences, as students were asked to bring their videos and present them in small groups. They were then asked to take notes on the other presentations in the group and whether they had seen more books they liked to read in the future. After, they were asked to complete the reflecting questions and the second questionnaire.

4.4 Data analysis

1. Quantitative data

To give a clear overview of quantitative data from both questionnaires in the experimental and control group with such varying and limited numbers of participants, the results were translated to percentages and presented in bar graphs. The different questionnaires (EG pre- and post-test, and CG pre- and post-test) were colour-coded to clearly show differences in answers to the same questions in both questionnaires. Analysis of these results was created in combination with the open-ended questions as obtaining data “through different procedures to heighten the dependability and trustworthiness of the data and their interpretation.”⁹⁹

2. Qualitative data

Using open-ended questions, learner reports, and video reports, most of the data was gathered qualitatively. This data was analysed using coding, which, according to Gibbs is: “how you

⁹⁹ Mohammad Zohrabi, “Mixed Method Research: Instruments, Validity, Reliability and Reporting Findings,” *Theory and Practice in Language Studies* 3, no. 2 (2013): 254–62, <https://doi.org/10.4304/tpls.3.2.254-262>, 254.

define what the data you are analysing are about. It involves identifying and recording one or more passages of text or other data items such as the parts of pictures that, in some sense, exemplify the same theoretical and descriptive idea. Usually, several passages are identified, and they are then linked with a name for that idea – the code.”¹⁰⁰

Qualitative data and coding lend itself perfectly for this project, as it is often used for more exploratory projects that have yet to be researched thoroughly.¹⁰¹ BookTok and its application in literature education is a very undiscovered field and thus the data collected can give an initial, tentative overview of its effects. Answers to open-ended questions and questions in the learner reports were coded based on instructions by Saldaña using descriptive coding, which summarises the primary topics of excerpts or answers. In-Vivo codes, taken directly from the answers given, were used to clarify and add depth where needed.¹⁰²

4.5 Research limitations

As mentioned above, some factors have led to certain limitations in this research. A questionnaire was developed thinking the total number of participants (both EG and CG) would be at least above fifty participants, but this criterium was not met. Several reasons for this have already been given, but because of this the focus in the analysis lies with the qualitative data.

In the initial research design, division in numbers between participants in the EG and CG were more even, but due to another research project taking place in the fourth 4 have group this year, the decision was made to not include this group within this project as well. As a result, the control group is smaller than the experimental group. As mentioned, the divide between boys and girls is also not very even, but this is unfortunately out of my control.

To be considered as well is that this experiment took place over a relatively short period of time. My own group started lessons and reading of the novels before the May break, but due to personal circumstances the person teaching the second class of the experimental group could not start until after the break. This means some students had little time to read the novels and completed the assignments without having finished it. Furthermore, in an ideal experiment all three classes would have been taught by the same teacher, but this was unfortunately not possible. Oral and written instructions for the lessons were provided for the second teacher, but personal interpretations and bias of the lesson must be considered.

¹⁰⁰ Gibbs, *Analyzing Qualitative Data*, 4.

¹⁰¹ Ibid, 11.

¹⁰² Johnny Saldaña, *The Coding Manual for Qualitative Researchers* (London: Sage, 2013), 4.

5. BookTok as a tool for reading recommendations in the EFL classroom

This chapter will discuss the results that were collected with the aim of answering the first sub question: *How can BookTok be used as a tool for book recommendations in an EFL classroom?* The results discussed in this chapter are derived from both the questionnaires and the learner reports. In the first questionnaire, students from both the experimental group and control group were asked about their opinion on how selecting literature to read for English lessons should work. They were also asked if they had been familiar with BookTok beforehand. In the learner reports, students reported both on the novels they found in their initial and later search of BookTok and the book they ended up selecting. This final selection was then compared to the books that were read in the control group to determine if there was a difference in the variety of selections. Students in the experimental group were asked to reflect on their expectations of the novel after reading. Finally, both groups were asked if they were happy with the book they read.

5.1 Selecting literature

Before analysing results on the specifics of BookTok and its usefulness when it comes to reading recommendations, it is good to see how the students in this research would want to be helped in picking literature to read for their classes. For that reason, they were asked in the first questionnaire about their attitudes towards choosing a novel and the autonomy they feel when doing so.

Figure 2 shows the extent to which both the experimental group and the control group experience *autonomy* when asked to pick a novel to read in their English classes. Notably, results were very similar in both groups, with a notable number of students in the control group feeling strongly positive about their autonomy (36,8% compared to 26,5% in the experimental group). Overall, students have a slight positive attitude to this question, with about 30% in both groups falling into a category of disagreement, 20% neutral, and 50% agreement.

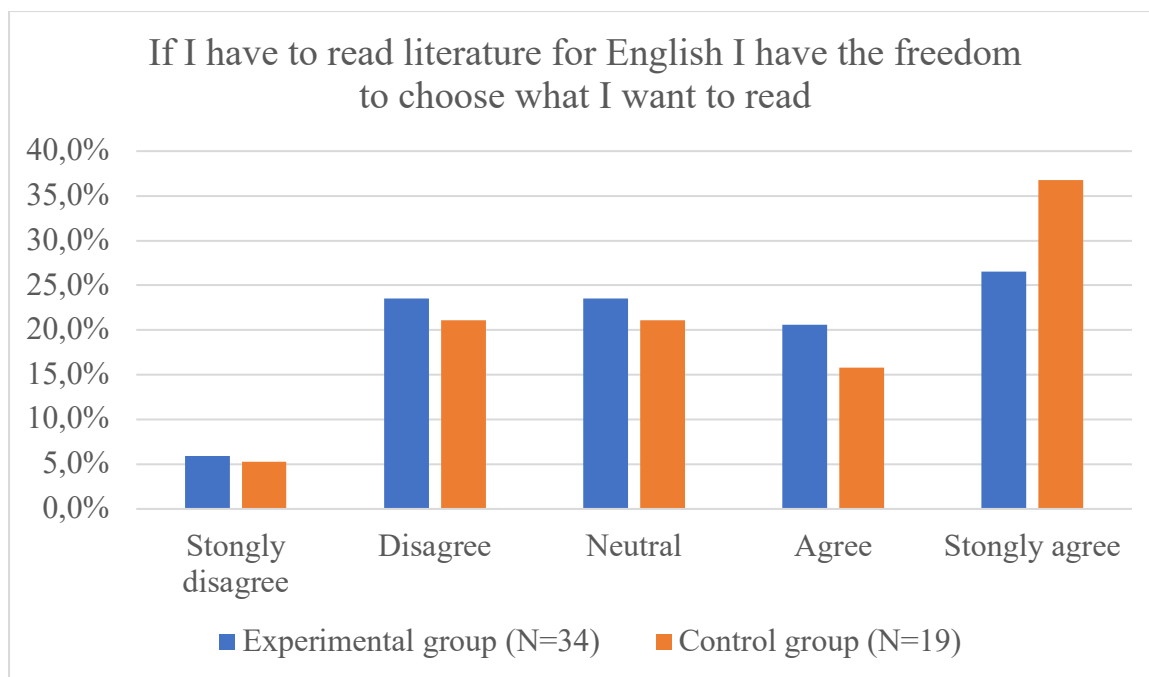


Figure 2: Attitudes on feeling of autonomy in selecting books before the intervention

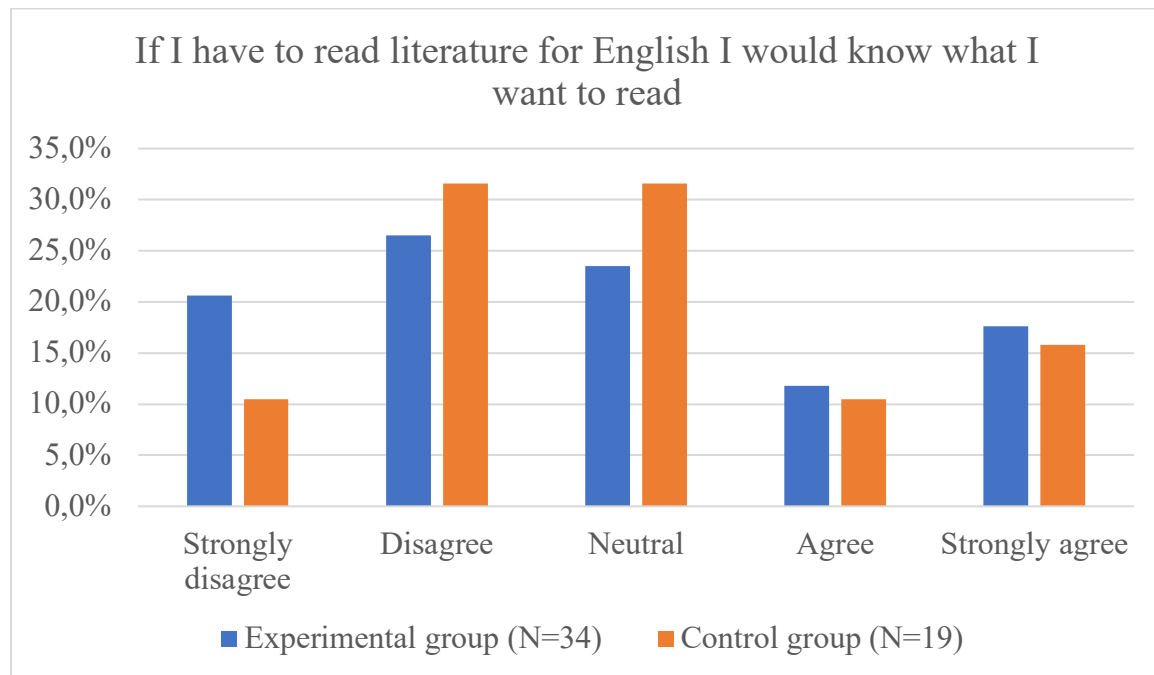
The students were then asked about how much freedom a teacher should give in selecting books to read for school, to which more than half of the students responded that they would like to be given complete autonomy, though some added that they do appreciate some help from their teacher. The rest of the students responded with suggestions of limited autonomy, with the limitations including free choice from a premade selection of books, set rules about the theme or level of the books, or needing approval from a teacher after free choice. One student mentioned that there should be a difference for avid readers and non-readers, writing: “I think the teacher should make a selection for students who do not read a lot, let alone in English, but students who read a lot, including English books should be given free choice.” Notably, students who fall into the majority who would prefer completely free choice of books all give similar reasons for wanting this: “If I don’t get to choose, I have to read boring books.” One student added that this would make school more fun and the reading less forced.

Table 1: How much autonomy do you think students should have to choose books to read for English?

| <i>Theme</i> | <i>Frequency EG</i> | <i>Frequency CG</i> |
|----------------------------------------------|---------------------|---------------------|
| Complete autonomy | 17 | 7 |
| Complete autonomy with help teacher/booklist | 1 | 4 |
| Limited autonomy: booklist/teacher selection | 3 | 2 |
| Limited autonomy: teacher approval | 1 | 1 |
| Limited autonomy: rules about theme/level | 2 | 0 |

Observing most students would like complete autonomy, they should be able to name what exactly it is they want to read then. Therefore, they were thus asked in the same questionnaire if they had any idea what to read for their English class if they were asked to. The results for this question can be found in figure 2.

Figure 3: Pre-existing preferences on novels to read



Notably, the results here are not as overwhelmingly positive as the attitude towards free choice. In both groups, only about 30% of students agree that they know what book they would want to read if asked, meaning the other 70% have not thought about it yet. This signals there is some tension here, as students prefer complete autonomy, but perhaps do not feel competent enough to find a good book, as earlier research by Dezuanni also suggested.¹⁰³ Students were also asked, if they answered yes to the question above, what books they would read. The results can be found in table 2 below.

Interestingly, one student already mentions “TikTok books” as a suggestion, and multiple students mention authors or genres that have gone viral on the app in the past, including Colleen Hoover, fantasy books, and Greek mythology.¹⁰⁴ Others name books in their own specific area of interest, like manga or sports, and seeing Harry Potter is not

¹⁰³ Dezuanni et al., “Selfies and Shelfies,” 356.

¹⁰⁴ By which they probably mean books such as Madeline Millers *The Song of Achilles* or other retellings, which have been trending for some time.

surprising either, considering its ongoing popularity. Answers such as “Jules Verne” suggest not all students think of literature as separate fields in each language.

Table 2: If you answered yes, can you name something you would want to read?

| <i>Experimental group</i> | <i>Control group</i> |
|---------------------------|----------------------|
| Colleen Hoover (2x) | Jules Verne |
| TikTok books | Non-fiction |
| Poetry (2x) | Science fiction |
| Manga | Fantasy (2x) |
| Fantasy | Harry Potter |
| Sports | Greek Mythology |
| | Romance |

Wanting free choice and not knowing what to read is not necessarily all negative if students know where to go for help. For this reason, they were asked if they did, for which the results can be found in figure 4. There is a significant difference here between the two classes in the experimental group and the class of the control group. In the control group, more than half of the students (strongly) agree that they would know where to go, compared to about 35% in the experimental group. In this group, more students responded neutrally or even negatively to this question. Differences here could be explained by the differences in gender in both classes, pre-existing motivation, and the relationship a specific class has with their teacher.

Students were then asked, if they answered yes, where exactly they would go. Most students mentioned they would ask their teacher, followed by looking up books online. Some students mentioned having family or friends would be able to help them, or they would just go to the library. A small number specifically mentioned social media, or even BookTok, as an option, suggestion pre-existing knowledge about the platform in at least some students.

Figure 4: Where would you go for suggestions

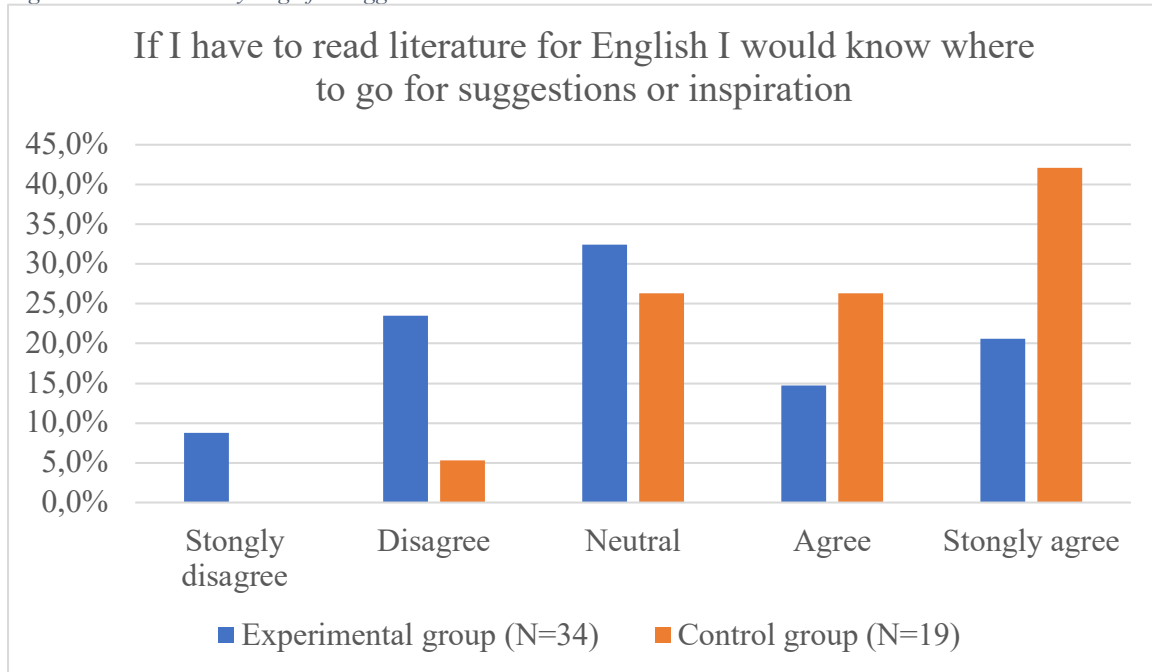


Table 3: Where would you go for suggestions or inspiration?

| <i>Place</i> | <i>Frequency EG</i> | <i>Frequency CG</i> |
|-----------------------------------------|---------------------|---------------------|
| Teacher | 11 | 8 |
| Online | 9 | 3 |
| Family | 5 | 1 |
| Friends/classmates | 3 | 2 |
| Online | 3 | 1 |
| TikTok | 3 | 4 |
| Other social media (YouTube, Goodreads) | 0 | 2 |
| Don't know/no answer | 7 | 4 |

5.2 Familiarity with BookTok

As first results point out, some students have pre-existing ideas about literature to read for their English classes, of which a small percentage is familiar with BookTok already. To see exactly how many of the students know about the topic beforehand, they were asked in the questionnaire if they were familiar with BookTok, and if they ever read a book because they had seen it on social media. Seeing how both Goodreads and YouTube were mentioned in previous answers, social media needs to be interpreted more broadly than just TikTok.

The results, as seen in figure 4, show that it is indeed only a small percentage of students who are already familiar with BookTok, about 20% in both groups. The number of students who have read a book because they had seen it online is a bit larger, coming to almost 30% of the experimental group and a little over 20% of the control group.

Finally, students were asked to explain what books they had read and what their associations with BookTok are before starting the lessons. Results for this can be found in table 4. There were not many answers to this question, as was to be expected after analysing the previous question. Besides the titles mentioned, some students said they did not know the title, but had seen reviews on TikTok, and that the books were well known because they were on the app. One student notably said books could be promoted or “rejected” on the platform, and that their age group was the target audience.

Figure 5: Pre-existing knowledge of BookTok

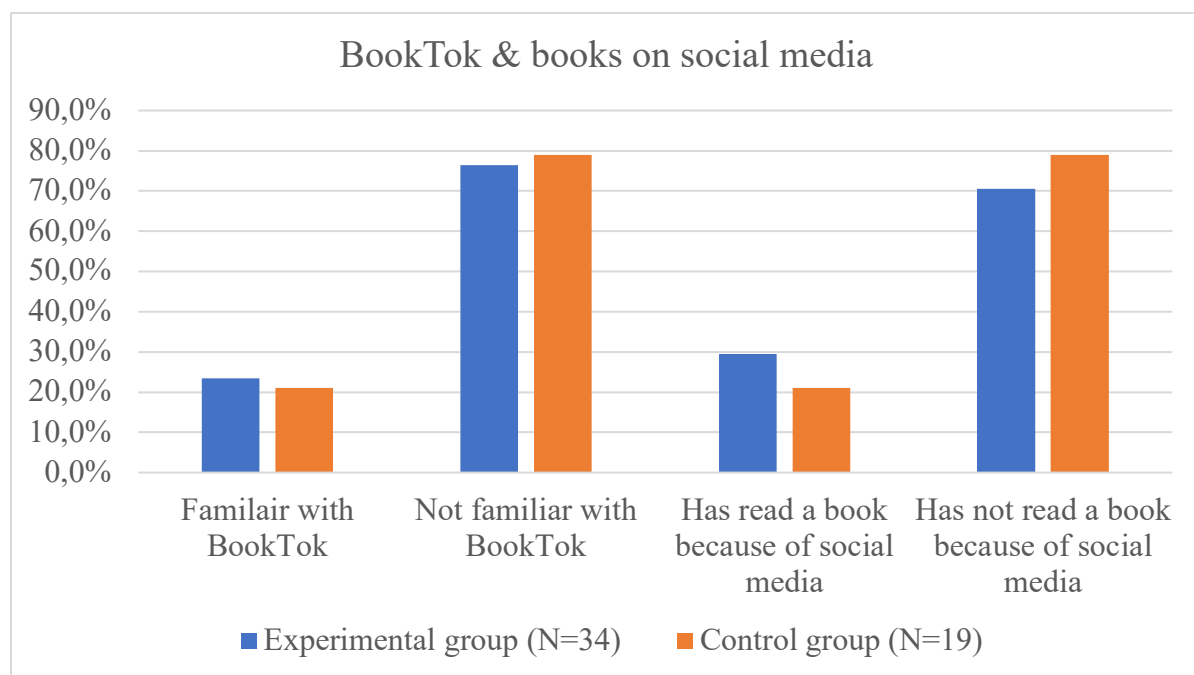


Table 4: What books have you read because of social media or BookTok, or what books do you associate with it?

| <i>Experimental group (N=34)</i> | <i>Control group (N=19)</i> |
|----------------------------------|-----------------------------|
| Poetry | Shatter Me |
| Heartstopper | Legendborn |
| Wattpad | Dance of the Thieves |
| TikTok books | Renegades |
| Colleen Hoover | Reviews on TikTok |

| | |
|-----------------|-----------------------------------------------------------------|
| It Ends with Us | Young Adult books |
| LGBTQ+ books | Many different genres and ages, there is something for everyone |

Results in this section show that students feel a need for autonomy when it comes to selecting literature to read for their EFL literature classes. The participatory culture that is present in BookTok is only familiar with a few students, though, and many are not yet familiar with literature they would like to read for English lessons.

5.3 Variety in novels read by students

Before moving to students' attitudes towards using BookTok as a tool for reading recommendations in the lessons, this section will show the difference in variety of chosen books between the experimental group and the control group. Books chosen by the experimental group were written down in Learner Reports 1 and 2, books chosen by the control group were communicated by their teacher. Before moving towards the final picks for both groups, table 5 shows all the books that students found on BookTok and deemed good enough to write down in their learner reports. They were first asked to create a top 3 of books found on the app during the first lesson. In the second, they discussed their top 3s in small groups and could add a novel to their list of interesting books before having to make their final choice. Due to some unforeseen circumstances, some students went back to the app after this lesson and found a completely new novel for their final pick. All books that were written down in these phases are shown in tables 5, 6, and 7 below.

Table 5: Books found in top 3 after initial search of BookTok (N=22)

| <i>Title</i> | <i>Author</i> | <i>Genre</i> | <i>Frequency</i> |
|------------------------------------------|------------------|-------------------------|------------------|
| Girl In Pieces | Kathleen Glasgow | Romance | 4 |
| Ugly Love | Colleen Hoover | Romance | 3 |
| It Ends with Us | Colleen Hoover | Romance | 3 |
| The Song of Achilles | Madeline Miller | Fantasy/history | 2 |
| Reminders of Him | Colleen Hoover | Romance | 2 |
| Twisted Games | Ana Huang | Romance | 2 |
| Twisted Lies | Anna Huang | Romance | 2 |
| Harry Potter and the Philosopher's Stone | J.K. Rowling | Middle Grade Fantasy | 2 |

| | | | |
|------------------------------------------------------|------------------|----------------------------------|---|
| Harry Potter and the Chamber of Secrets | J.K. Rowling | Middle Grade Fantasy | 2 |
| Fairy Tale | Stephen King | Fantasy Horror | 2 |
| A Good Girl's Guide to Murder | Holly Jackson | YA Mystery | 2 |
| The Way I Used to Be | Amber Smith | Young Adult | 1 |
| If He Had Been Me | Laura Nowlin | Romance | 1 |
| The Summer I Turned Pretty | Jenny Kan | Fiction | 1 |
| Max Verstappen: The Inside Track of a Formula 1 Star | James Gray | Non-fiction; biography; sports | 1 |
| Rich Dad Poor Dad | Robert Kiyosaki | Non-fiction; personal finance | 1 |
| As Good as Dead | Holly Jackson | YA | 1 |
| I am Not That Kind of Talent (Korean Web Novel) | Unknown | Korean web novel; action, comedy | 1 |
| Lout of Count's Family | Yu Ryeo Han | Manga Action, adventure | 1 |
| The Last Days of Jack Sparks | Jason Arnopp | Horror | 1 |
| Boyfriend Material | Alexis Hall | Romance | 1 |
| The Sun is Also a Star | Nicola Yoon | Romance | 1 |
| Archer's Voice | Mia Sheridan | Romance | 1 |
| The Fault in our Stars | John Green | YA/Romance | 1 |
| Noble Beginnings | L.T. Ryan | Thriller | 1 |
| Solitaire | Alice Oseman | YA, Romance, LGBTQ+ (?) | 1 |
| The Things We Leave Unfinished | Rebecca Yarros | Romance | 1 |
| Love and Other Words | Christina Lauren | Romance | 1 |

| | | | |
|----------------------------------------------------------------------------|-----------------------------------|---------------------------------|--------|
| Tomorrow, and Tomorrow, and Tomorrow Everything I Know About Love | Gabrielle Zevin Dolly Alderton | Coming of age Memoire | 1 1 |
| The Seven Husbands of Evelyn Hugo | Taylor Jenkins Reid | Romance/historical fiction | 1 |
| The Woman Destroyed | Simone de Beauvoir | Fiction, feminism, classics | 1 |
| The Ex-Talk | Rachel Lynn Solomon | Romance | 1 |
| Things We Hide from the Light | Lucy Score | Romance | 1 |
| Love and Gelato | Jenna Evans Welch | YA Romance | 1 |
| Scarred | Emily McIntire | Romance, Fantasy | 1 |
| Vipers and Viruosos | Sav R. Miller | Romance, Fantasy | 1 |
| Ignite Me | Tahereh Mafi | Fantasy, Science Fiction, YA | 1 |
| Harry Potter and the Prisoner of Azkaban | J.K. Rowling | Middle Grade Fantasy | 1 |
| The Bunker Diary | Kevin Brooks | YA Thriller, Horror | 1 |
| The Last House on Needless Street | Catriona Ward | Horror | 1 |
| Sharp Objects | Gillian Flynn | Thriller | 1 |
| Master Your Mindset | Michael Pilarczyk | Self-help, Dutch language | 1 |
| Such a Fun Age | Kiley Reid | Coming of age | 1 |

Table 6: Books added by students after in-class discussion (N=28)

| <i>Title</i> | <i>Author</i> | <i>Genre</i> | <i>Frequency</i> |
|-------------------------------|------------------|--------------|------------------|
| It Ends with Us | Colleen Hoover | Romance | 8 |
| Reminders of Him | Colleen Hoover | Romance | 3 |
| Girl in Pieces | Kathleen Glasgow | Romance | 2 |
| The Summer I Turned Pretty | Jenny Kan | Fiction | 2 |

| | | | |
|------------------------------|-----------------|-----------------|---|
| The Last Days of Jack Sparks | Jason Arnopp | Horror | 2 |
| Sharp Objects | Gillian Flynn | Thriller | 2 |
| The Song of Achilles | Madeline Miller | Fantasy/history | 1 |
| Reminders of Him | Colleen Hoover | Romance | 1 |
| Boyfriend Material | Alexis Hall | Romance | 1 |
| Twisted Games | Ana Huang | Romance | 1 |

Table 7: Books found a possible second search of BookTok

| <i>Title</i> | <i>Author</i> | <i>Genre</i> | <i>Frequency</i> |
|--------------------------------------|----------------------|---------------------------|------------------|
| The Underdog | Markus Zusak | | 1 |
| Once Upon a Time: Red's Untold Story | Wendy Toliver | Fantasy | 1 |
| The Witcher | Andrzej Sapkowski | Fantasy | 1 |
| Malibu Rising | Taylor Jenkins Reid | Historical, psychological | 1 |
| The Maidens | Alex Michaelides | Thriller, mystery | 1 |
| Solo Leveling | Chugong | Fantasy | 1 |
| Think and Grow Rich | Napoleon Hill | Self-help, finance | 1 |
| The Great Gatsby | F. Scott Fitzgerald | Literary fiction | 1 |
| We Have Always Lived in the Castle | Shirley Jackson | Horror | 1 |
| The Richest Man in Babylon | George Samuel Clason | Self-help, finance | 1 |

Interestingly, students found a wide variety of books, as most are only mentioned once or twice during the whole process. The novels that were written down the most were *Girl in Pieces* by Kathleen Glasgow, which is the novel most girls found in their initial search, and *It Ends with Us* by Colleen Hoover, mentioned three times in the initial search, but eight times after class discussion. This could mean that, even though not all students were engaged enough to scroll through BookTok for long, the goals of social reading and creating an *affinity space* for *participatory culture* among students in class was achieved. Most of the books mentioned were, at some point, popular on TikTok, excluding perhaps some titles that

might have been written down just to be done with the assignment. The Harry Potter novels, for example, were written down with titles directly translated from Dutch (“and the stone of wisdom”) so it is questionable if these students found them by looking on BookTok.

Some students continued their search for a novel even after the second search of BookTok in lesson 2, because, as table 8 shows, some changed their minds and picked yet another, previously unmentioned, book. Most notably, the non-fiction finance book *Rich Dad Poor Dad*, was only mentioned once in the initial lessons, but ended up being read by seven students in the group, making it the most-read book in the whole experiment. This could suggest students who did not achieve participation in class did so outside of it. Similarly, some changed their mind completely and picked a new book not mentioned before, such as the students reading *Kim Jiyoung, Born 182* and *The Underground Railroad*. From observations in my own class, I know that these books were found through going back to BookTok after not being able to find the previously selected novel anywhere.

Keeping in mind the issues presented by the *participation gap*, availability in the school library (SL) is included in table 8 and 9, showing the books that ended up being read in the experimental and control group. In the experimental group six out of thirty-six students, 17% of the group, chose a book that was available at school. In the control group, nineteen out of twenty-three or 82% of the students chose a book available at the school library. This shows a significant number of students in the experimental group found books during the lessons that were at least interesting enough to not take the easiest route available. The typical English school classics, such as *The Boy in the Striped Pyjamas*, were selected much more often in the control group. This shows that using BookTok for reading recommendations at least influenced the number of students going for canonical literary works, as they are often the most well-known. It could be tentatively concluded here that using BookTok gives students a way to find books better suited to their interests.

Table 8: books read in the experimental group

| <i>Title</i> | <i>Author</i> | <i>Frequency</i> | <i>SL?</i> |
|------------------------|----------------------|-------------------------|-------------------|
| The Underdog | Markus Zusak | 1 | No |
| Red’s Untold Tale | Wendy Toliver | 1 | No |
| It Ends with Us | Colleen Hoover | 1 | No |
| Kim Jiyoung, Born 1982 | Nam-Joo Cho | 1 | No |
| Fullmetal Alchemist | | 1 | No |
| Twisted Love | Ana Huang | 1 | No |

| | | | |
|-----------------------------------------------------|---------------------|---|-----|
| The Fault in Our Stars | John Green | 2 | Yes |
| Me Before You | Jojo Mojes | 1 | No |
| Solo Leveling | Chugong | 1 | No |
| Solitaire | Alice Oseman | 1 | No |
| Think and Grow Rich | Napoleon Hill | 2 | No |
| Rich Dad, Poor Dad | Robert T Kiyosaki | 7 | No |
| The Call of the Wind | Jack London | 1 | No |
| The Way I Used to Be | Amber Smith | 1 | No |
| We Have Always Lived in the Castle | Shirley Jackson | 1 | No |
| To All the Boys I've Loved Before | Jenny Han | 1 | No |
| The Outsiders | S.E. Hinton | 1 | Yes |
| Harry Potter | J.K. Rowling | 1 | No |
| The Bunker Diary | Kevin Brooks | 1 | No |
| The Wave | Tod Strassar | 1 | No |
| The Maze Runner | James Dashner | 1 | Yes |
| The Underground Railroad | Colson Whitehead | 1 | No |
| To Kill a Mockingbird | Harper Lee | 1 | No |
| Ready Player One | Ernst Cline | 1 | Yes |
| Quiet Leadership: Winning Hearts, Minds and Matches | Carlo Ancelotti | 1 | No |
| The Great Gatsby | F. Scott Fitzgerald | 1 | Yes |
| The Shack | W. Paul Young | 1 | No |
| Bully | Penelope Douglas | 1 | No |

Table 9: books read in the control group

| <i>Book read</i> | <i>Author</i> | <i>Frequency</i> | <i>SL?</i> |
|---------------------------------|----------------------|-------------------------|-------------------|
| The Fault in Our Stars | John Green | 3 | Yes |
| The Outsiders | S.E. Hinton | 4 | Yes |
| When Marnie was There | Joan G. Robinson | 1 | No |
| The Perks of Being a Wallflower | Stephen Chbosky | 3 | Yes |
| The Boy in the Striped Pyjamas | John Boyne | 2 | Yes |
| Life of Pi | Yann Martel | 4 | Yes |
| Little Women | Louisa May Alcott | 1 | No |

| | | | |
|------------------------------------------------------|----------------|---|-----|
| The Love Hypothesis | Ali Hazelwood | 1 | No |
| It Ends with Us | Colleen Hoover | 1 | No |
| Freedom Writers | Erin Gunwell | 1 | Yes |
| The Curious Incident of the Dog in the Night-time | Mark Haddon | 1 | Yes |
| Percy Jackson & The Lightning Thief | Rick Riordan | 1 | Yes |

5.4 Opinions on novels

After looking at the variety of books read in both groups, it is useful to look at students felt about their choice after reading the book. After the fourth lesson or after reading their novel for the control group. The students were asked if they were happy with their choice of book. The results can be found in figure 5. It shows only one student (or 4% of the group) was unhappy with the chosen book, some were neutral, but more than half (65%) were happy with their choice. However, similar results were reported by the control group. Here as well, only 1 student answered negatively compared to the rest of the group, and 68% was positive. This means the results here are very similar.

A follow-up question was asked for students to elaborate on why they liked or did not like the book, of which results can be found in table 10. There is a difference in the types of answers visible between the experimental group and the control group here. Whereas the experimental group based their answer on their own experience: “I actually liked it,” “it was a good book” etc., the control group mentioned more external factors, such as having seen the movie and the book being well-known, or facts about the book. It shows there is a deeper connection and more engagement in the experimental group. In the control group, four students (25%) mentioned their dislike of the novel. Notably, none of the students in the experimental group had a negative answer to this question.

Figure 6: Are you happy with your choice

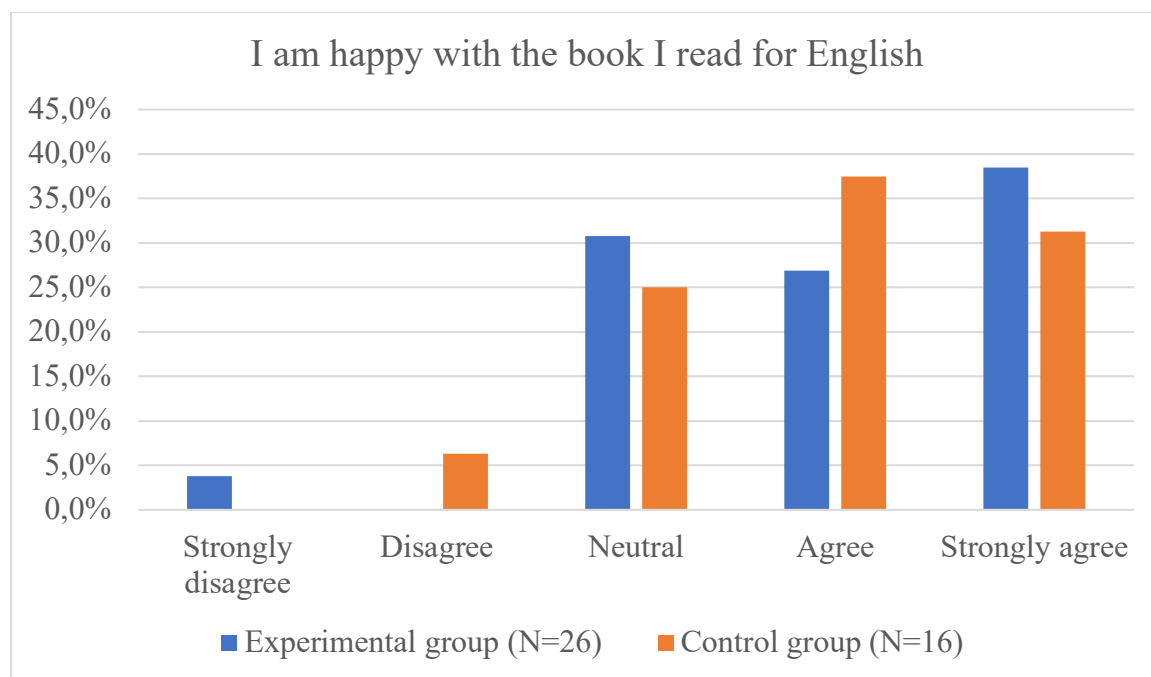


Table 10: Why did you (not) like the book you read?

| <i>Experimental group (N=26)</i> | <i>Frequency</i> | <i>Control group (N=16)</i> | <i>Frequency</i> |
|---------------------------------------------|------------------|-------------------------------|------------------|
| Good book | 8 | Well-known book | 1 |
| Nice book | 7 | Nice book | 2 |
| Interesting topic | 2 | Have seen the film | 3 |
| Beautiful book | 1 | Interesting book | 2 |
| Better than any I've read for school so far | 1 | Immersive book | 1 |
| My own choice | 1 | Romantic book | 1 |
| | | I did not like it | 4 |
| | | Always read this kind of book | 1 |

Students in the experimental group were asked in Learner Report 3 to elaborate on their opinion of the literature they read. In expressing their opinion in the learner reports, results are in line with the questionnaire as only one student expressed a negative opinion, mentioning the book read was “boring, nothing exciting happened.” All other students who handed in their learner reports were overwhelmingly positive about their novels. Most only wrote down they liked or enjoyed it, but some elaborated by mentioning mostly style and plot elements.

Table 11: opinions on the novel

| <i>Theme</i> | <i>Frequency</i> |
|--------------------|------------------|
| Negative, because: | 1 |
| Boring story | 1 |
| Neutral | 3 |
| Positive, because: | 30 |
| Style | 4 |
| Pacing | 3 |
| Genre | 2 |
| Emotional | 2 |
| Relatable | 1 |
| Plot | 4 |

Finally, students were asked about their own experience reading the novels. Here, two students mentioned being bored while reading, but most students reported on their novels being quite entertaining. As mentioned in the literature review, many TikTok books thrive on them being very emotional, which was reported by the students as well. Students reading non-fiction mostly mentioned their books being motivational or educational. Most interestingly, many students reflected on the level of difficulty of their novels, in which most mention being hesitant to start reading as they doubted their reading skills but being pleasantly surprised in the end. One student wrote: “Reading in English surprisingly went very well, and I even liked the book.”¹⁰⁵

Table 10: reading experience

| <i>Theme</i> | <i>Frequency</i> |
|---------------------|------------------|
| Entertaining | 13 |
| Level of difficulty | 13 |
| Emotional | 7 |
| Educational | 4 |
| Interesting | 4 |
| Boring | 2 |
| Motivational | 2 |

¹⁰⁵ Original English sentence as written by the student

5.5 Would students use BookTok again?

During the fourth lesson, students presented their videos to each other and were then asked to reflect on the presentations in their learner reports and asked if they had seen any novels in presentations that piqued their interest. 34 reports were handed in after this lesson, and in twelve of those (or 50%) students wrote down they were interested in reading one of the other books.

In the questionnaire, they were then asked a question specifically on their opinion about the lessons and how they helped them select a novel to read. The same question was asked in the control group and the results can be found below. As figure 6 shows, most students in both groups are either neutral or agree that the lessons helped them somewhat in selecting a novel to read. About 25% in both groups disagrees. Once again, they were asked to elaborate on their answer, of which the results can be seen in tables 10 and 11. This question shows much more contrast between both groups, as the experimental group answers really focus on the different ways in which BookTok could help, such as giving a quick but good idea of what a book is about, or people their age giving the recommendation. The control group either knew what they liked beforehand or were helped by the teacher or a booklist. Negative elements of using BookTok that students named include that it was not for them, or other ways are easier. Limited options are also mentioned, which could be in line with criticism on BookTok mentioned in the literature review.

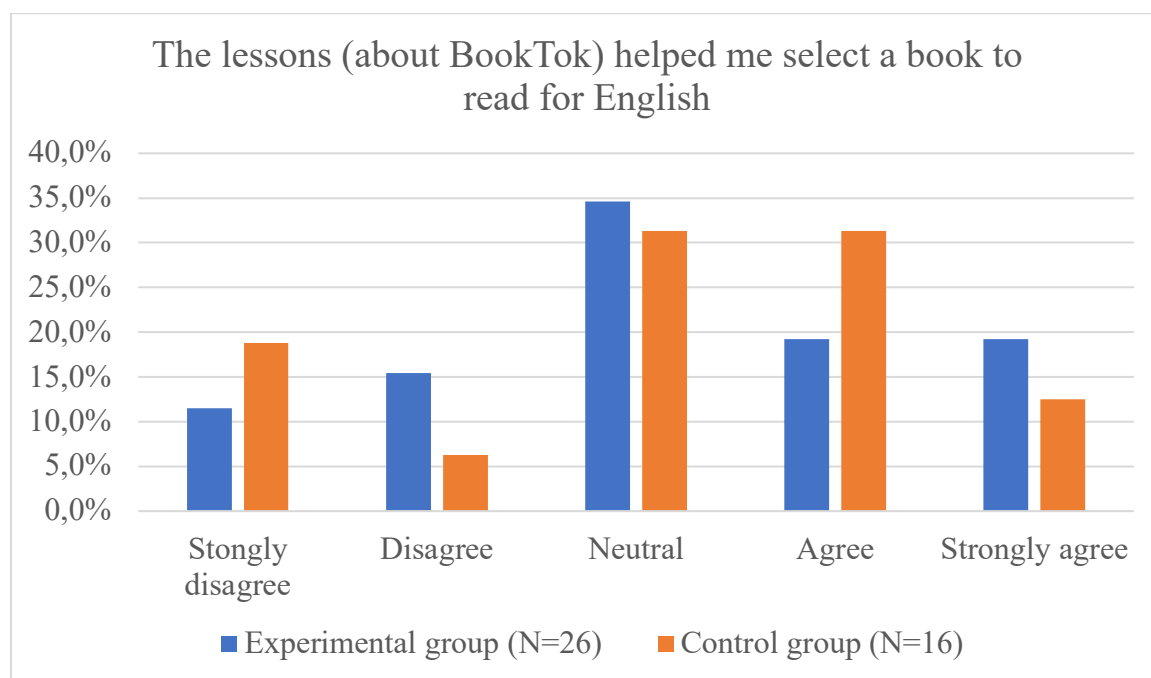


Figure 7: help from the lessons

Table 11: How did the lessons on BookTok help you select a book to read for English? (EG)

| <i>Positive</i> | <i>Frequency</i> |
|-----------------------------------------|-------------------------|
| Way to find good or popular books | 4 |
| Interesting or fun way to find books | 2 |
| Summaries, so you know what it is about | 1 |
| Recommendations by peers | 1 |
| Provides more ways to find books | 1 |
| Easy to find books | 1 |
| <i>Negative</i> | <i>Frequency</i> |
| Library is easier | 2 |
| Limited options | 1 |
| Unnecessary | 1 |
| I do not like it | 1 |
| It is boring | 1 |

Table 12: How did the lessons help you select a book to read for English? (CG)

| Positive | Frequency |
|--------------------------------|-------------------------|
| Teacher recommendation | 3 |
| Book list | 1 |
| I know what I like now | 2 |
| <i>Neutral/Negative</i> | <i>Frequency</i> |
| I don't know | 2 |
| Chose a random book | 1 |
| Chose on own preferences | 1 |
| Chose based on films | 1 |
| Did not pick a book | 4 |

Finally, students in the experimental group were asked if they would return to BookTok the next time they have to read a book for English. Results were mixed, but almost half (45%) says they would return, whereas 35% would not. The final 20% is neutral.

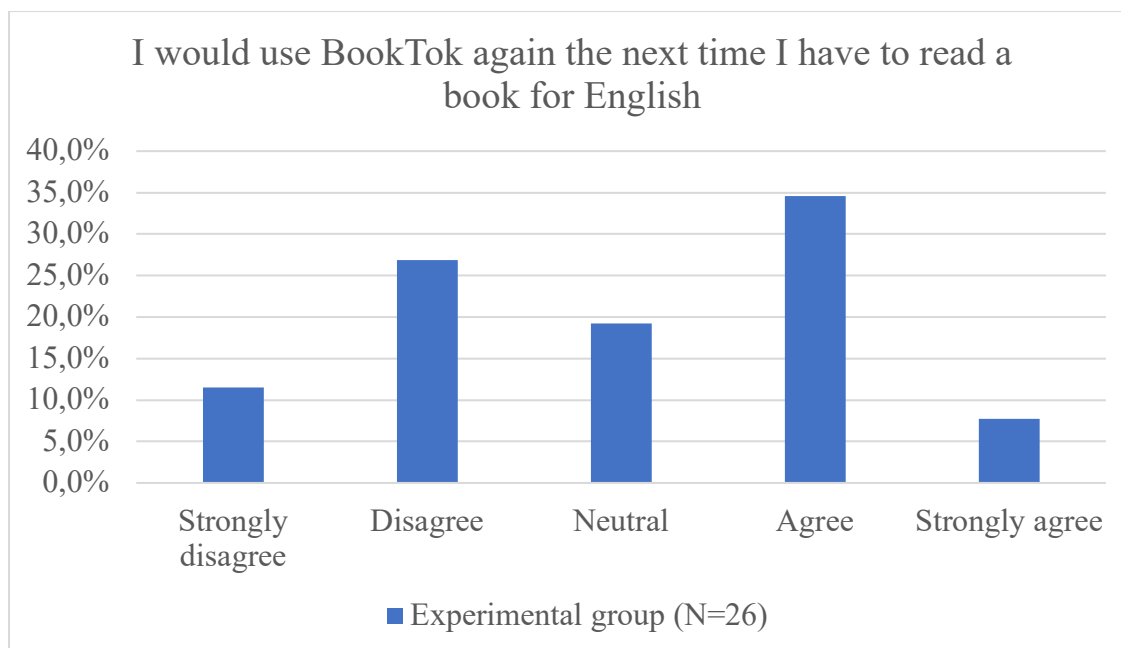


Figure 7: Would you use BookTok again?

5.6 Conclusion

In conclusion, this chapter aimed to answer the subquestion: *How can BookTok be used as a tool for book recommendations in an EFL classroom?* Firstly, the group was examined on pre-existing knowledge of the platform, showing only a few students in both groups were familiar with online reading platforms. Secondly, students showed that they do value autonomy when it comes to choosing literature to read for EFL lessons, but that they might not always know where to find good books. This shows that earlier research into teen reading in Australia by Dezuanni, which showed choosing books is difficult for students, is also true for this group. The most striking effect was seen in the difference of selected literature by the experimental and control group, which showed a significantly larger variety of selection in the experimental group. On top of that, in class discussion shows that the social and participatory elements had a positive influence on social talks about books in the lessons and students helped each other find more literature. The experimental group was overall slightly happier about their choice of literature and relates their opinion more to personal experiences and emotions, rather than more technical approaches in the control group. When asked if they would use BookTok again, a little over 40% of the experimental group agrees. These answers show that BookTok can be used as a tool for reading recommendations in the EFL classroom to support more varied and personalised selections of books and to support social reading experiences in class. The wish for autonomy suggests the use of BookTok should be optional, and not mandatory.

6. Using BookTok as a tool for book reports

This chapter aims to answer the subquestion: *How can BookTok short-form videos be used a tool for reading reports in an EFL classroom?* First, an overview and analysis of the videos as handed in by students in the experimental group will be provided. After, an analysis of Learner Report 4, in which students reflected on learning experiences during the assignment is given.

6.1 The videos

In this section, the videos that were handed in by both classes that made up the experimental group are described and analysed. An overview of the type of videos handed in will be given first, followed by a more in-depth analysis of the videos that focused on the reading experience and character emotional journeys.

6.1.1 Overview

Table 13 gives an overview of the type of videos that were handed in. This includes both the videos on the personal reading experiences and the videos on characters' emotional journeys, as all students chose a similar approach for both videos. There are some differences between both classes. Group 1 was taught by me and were shown the examples included in the slides in class. Group 2 was taught by a different teacher and, as I later heard, were provided with links to the examples but did not watch them in class. Results show that group 1 created more "BookTok" like videos, which include video or images with audio and text or voiceovers. Some students opted to film themselves presenting, and others used a robotic voice to give a presentation that was written down by the students. This shows that of the whole group (N=40), 20 student (50%) created videos that would be passable as BookTok videos, and the other 50% made video presentations. This divide can be because some students were already more familiar with BookTok, or were more interested in it after learning, while others were not motivated as much.

Table 13: What types of videos did students hand in?

| <i>Type</i> | <i>Frequency group 1 (N=24)</i> | <i>Frequency group 2 (N=16)</i> |
|--------------------------------------------------|-------------------------------------|-------------------------------------|
| Student used pictures or video audio and text | 7 | 1 |
| Student used pictures or video with voiceover | 7 | 5 |
| Student filmed themselves presenting | 6 | 6 |
| Student used pictures/video with robot voiceover | 3 | 4 |
| Sketch | 1 | 0 |

6.1.2 The Personal Reading Experience

Table 14: What was the focus of students' reading experience videos?

| <i>Focus</i> | <i>Frequency (N=40)</i> |
|--------------------|-------------------------|
| Review | 27 |
| Recommendation | 8 |
| Emotional response | 4 |
| Competence | 1 |

When looking at the videos students handed in about their own reading experience, it becomes clear immediately most of them (67,5%) filmed or made a review video. Most of these videos use voiceover or have the students filming themselves. Overall, the reviews given by students are quite positive with students admitting they enjoyed reading, even when they were not always expecting to do so. One student, for example, said:

“I’ve read the book *Bully* by Penelope Douglas. The novel is about a girl named Tate, who is bullied by a boy in her grade. It’s a very compelling story and you really empathize with the main character and what she’s going through, because you read the book from her perspective. This makes it easier for the reader, in this case me, to feel what she’s going through. There is also a plot twist in the book, because Jared, who bullies her, actually has feelings for her, but doesn’t know how to express them in a normal way so he torments her.”

Other students were positive in what they said, but their tone of voice and attitude in class made clear this might not be entirely honest. A transcript of such a review of Shirley

Jackson's *We Have Always Lived in the Castle* is given below. This student spoke in a very monotonous voice, sarcastic tone, and was chewing gum while giving the voiceover.

“I didn't actually finish the book, but what I've read it's aaaa.. you know, pretty fun book. Cool characters, overall, pretty fun time to read. Eehm, yeah, when they said, like, eh, Mary-Kat had killed their family, wow, shocking, you know. Didn't expect that. Yeah, pretty fun book.”

The details mentioned in the first review show a more thorough understanding and appreciation of the book, whereas the second student tried to hide the fact they did not read or enjoy the book. Others were more honest and gave a full-on negative review, admitting that the expectations they had from watching videos were not the reality for their reading experience. One student, reviewing John Green's *The Fault in Our Stars*, for example, noted:

“Today I'm giving a review about the book *The Fault in our Stars*. I give the book a rating of 5 out of 10, because it did have the ability to keep me wanting to read more and more. But with that said, unfortunately, the book was extremely overhyped in my opinion. I feel like the main characters were extremely one-dimensional and the writing at the same time was very cheesy. I didn't feel, it didn't feel like an epic love story, but more like a teen crush. So that's my opinion”

Notable here is the use of “overhyped” as this is a criticism often given when it comes to popular BookTok videos. The student does express some form of autonomy, by admitting they wanted to keep reading. However, this novel might have been lacking in elements of competence and relatedness for them, as they mention the writing being cheesy, or maybe too easy for their level of English, and characters being one-dimensional, and thus not relatable for this student.

Other students focused on either recommending the novels to others, their own emotional response to the story, and one student made a video all about the feeling of competence. These recommendation videos were often made using TikTok (as opposed to the reviews that were filmed with the camera app) and resemble actual BookTok videos more. An example is given in figure 8. This student made a recommendation set to a TikTok audio and used text to explain the reasons others should read Colleen Hoover's *It Ends with Us* as

well. Even though this video is not fully about competence, it does show in the first reason given, “easy to read.” Furthermore, the student refers to autonomy by mentioning they wanted to keep reading, giving it as an option “when you are bored,” but also mentioning it kept them engaged. “Interesting plot,” and “great character development” do not fully cover the field of relatedness but does hint to this student at least empathizing with the characters into wanting to read more.

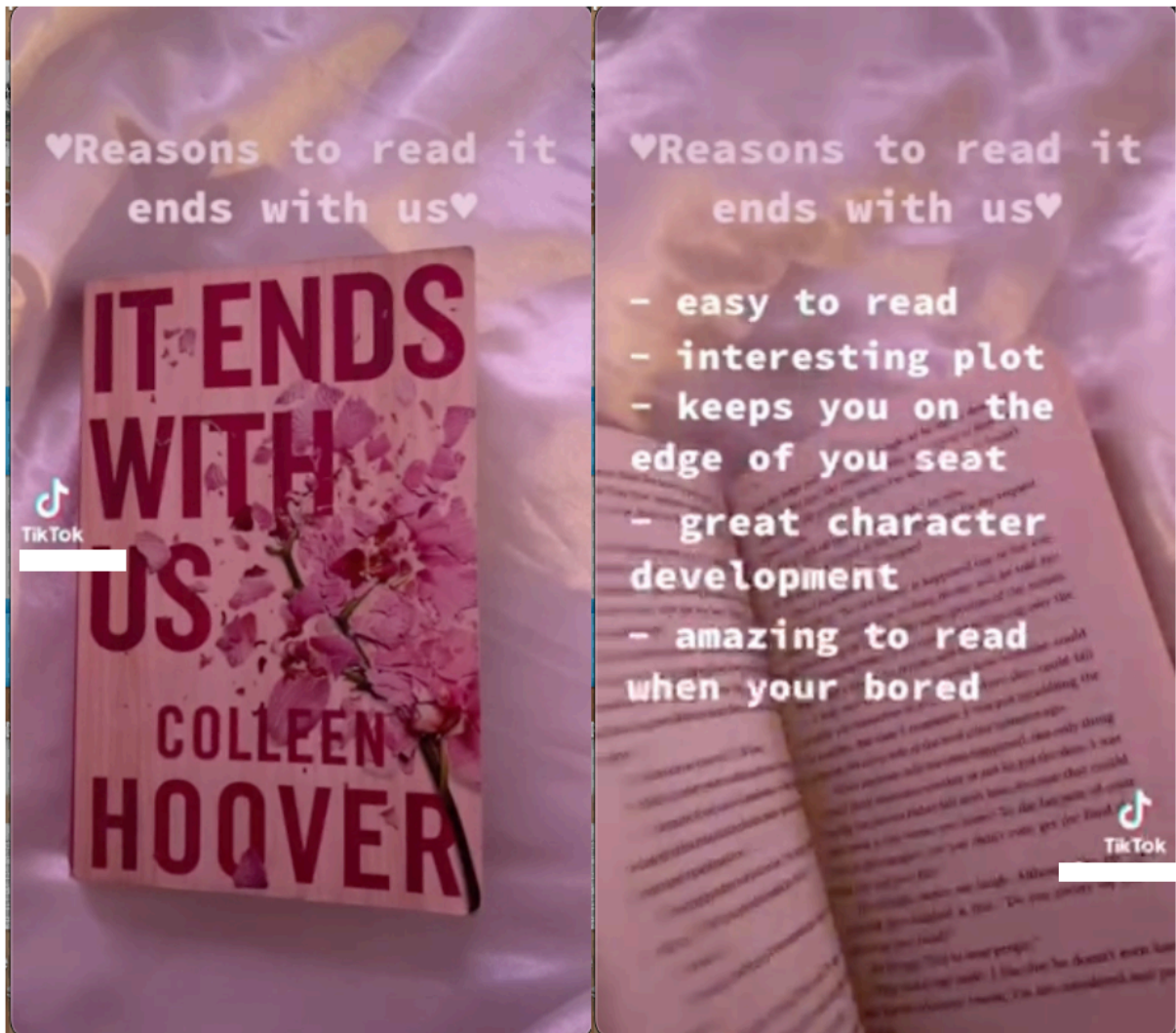


Figure 8: Student BookTok video recommending *It Ends with Us* by Colleen Hoover

An example of a student using the video to give express the emotions they felt when reading is given in figure 9. This student created a video for of how they felt when reading the novel, *The Way I Used to Be* by Amber Smith, using aesthetic images found online, set to music (*Gilded Lily* by The Cults). This novel is often included in BookTok videos that suggest “emotional” books, as it explores themes of trauma and sexual assault. The heaviness of the theme and its effect on this student are very clear looking at the stills in the video.

Combined with the audio (“haven’t I given enough”) it gives a clear idea of the emotions in the book and might be a recommendation for others looking for emotional books. The images suggest the student did feel a certain empathy for the main character.

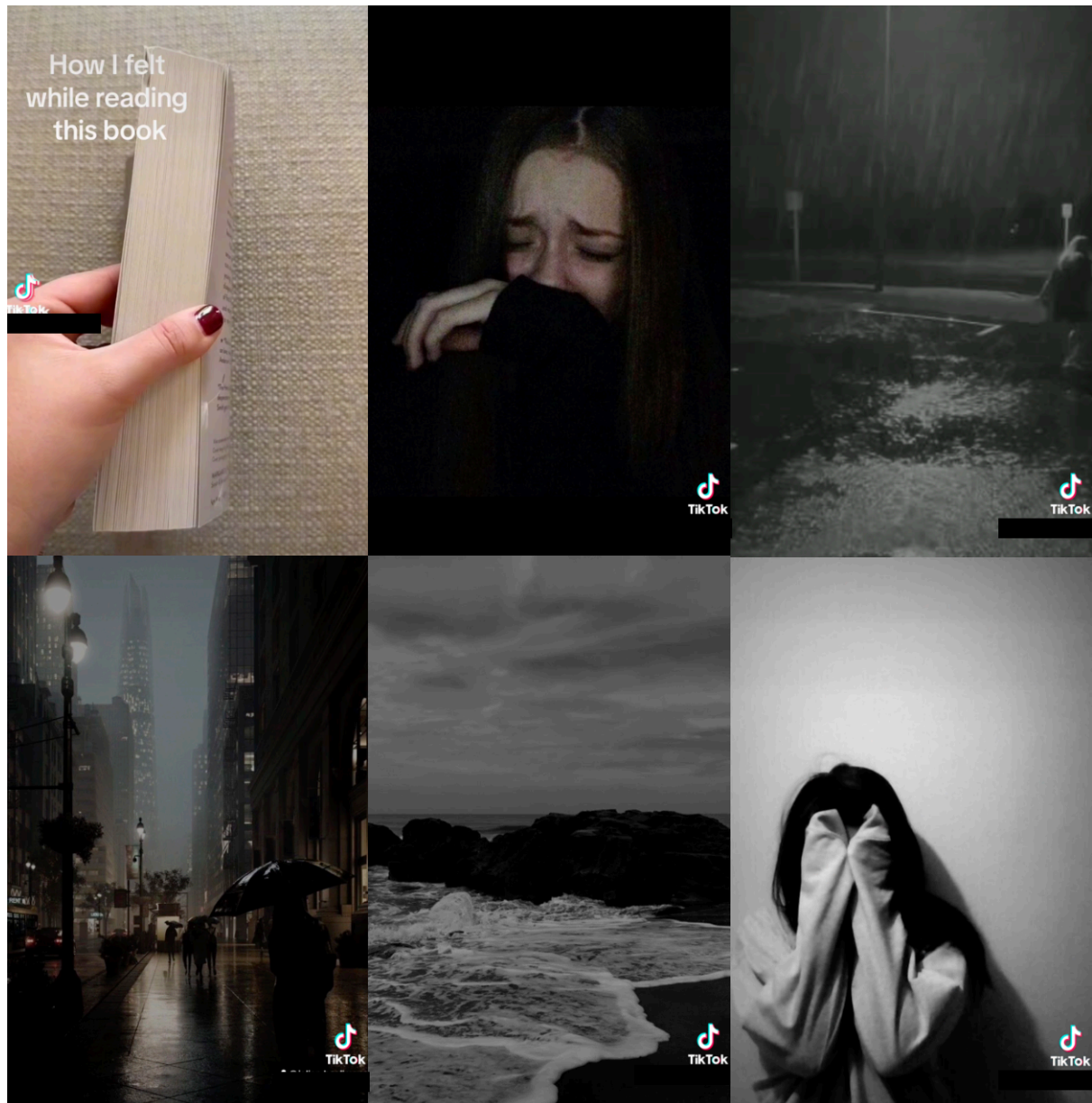


Figure 9: BookTok video on *The Way I Used to Be* by Amber Smith focusing on emotions felt when reading

Finally, even though only one student handed in a video focusing on competence, it deserves to be mentioned here as it shows the barriers students who struggle with English might face when given the assignment to read literature. In this video on Jenny Han’s *All the Boys I’ve Loved Before*, the student forms relatedness towards peers who know about the Netflix film, also like YA literature, or struggle with English. They then strengthen the peer-to-peer relation by mentioning “you are not the only one,” and giving tips on how to go about

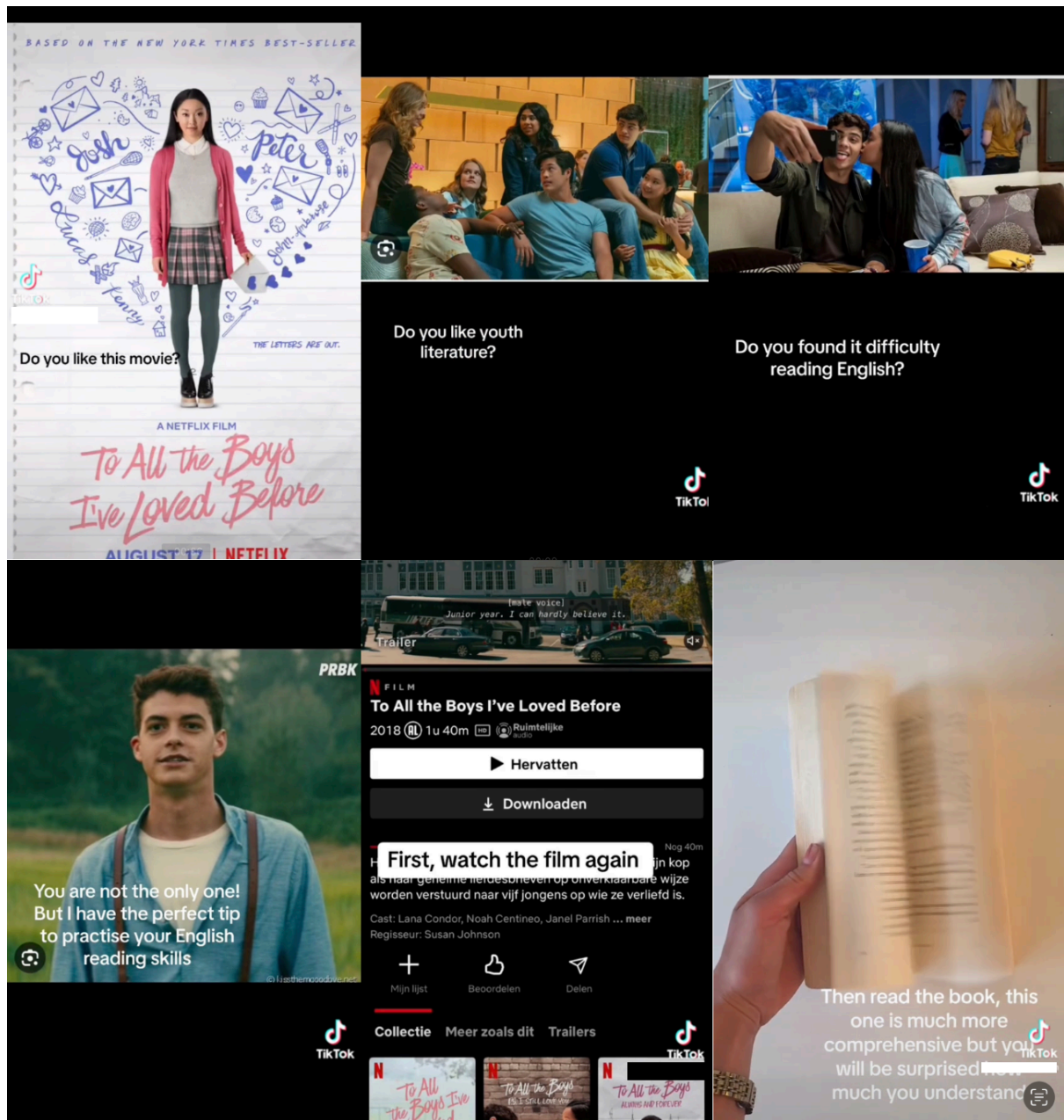


Figure 10: BookTok video on *To All the Boys I've Loved Before* by Jenny Han focusing on competence and accompanied by an audio of the song *Cardigan* by Taylor Swift

the daunting task of reading a novel in a different language. This student effectively takes on the role of mentor by not only recommending a novel to read, but also giving tips on how to go about it if you do not feel competent enough yet. Their own increase in competence is clear in the final still: “you will be surprised by how much you understand.”

Looking at all the videos students handed in regarding their personal reading experiences, it can be concluded that BookTok videos are a good way for them to express their opinions and experiences. Even though the majority opted for a review video, which could have been done in writing, the videos that really mimicked popular BookTok videos give insights in student experiences reading novels in general and relation to EFL education, with students mentioning all three basic needs within SDT and showing empathy or relatedness towards characters in the novels. Furthermore, the recommendation videos show that these students feel the need to share the novels read with others, leading to them acting in

activity 4 of the “social reading journey model” by socializing with potential new reader through video.

6.1.3 The Emotional Journey

The emotional journey videos are a bit more difficult to analyse, as they focus more on the literary aspects of reading rather than a reader focused approach. Results here therefore are that most students have a video with text or voiceover to explain the character development. As mentioned in the theoretical framework, BookTok is a platform that lends itself perfectly for reader focused approaches and peer-to-peer book recommendations, but this more literary approach to book analysis was less successful.

One of the better, more BookTok-like, videos is given in stills in figure 11 In this video, the student, who read *It Ends With Us* by Colleen Hoover, uses text and photos to explain the three phases of the main character’s life, accompanied by photos of an actress she imagines as this character.¹⁰⁶ Overall, most videos were to the point in their explanation, but remained surface-level due to the short-form video format. All students were able to elaborate in their presentations, but where the reading experience videos add a layer of depth to the presentations, these videos do not.



Figure 11: Still of a BookTok video explaining the emotional journey of Lily Bloom, main character in Colleen Hoover's *It Ends With Us*

¹⁰⁶ Pictured here is American actress Abigail Cowen, who many BookTok users have “fancast” as Lily Bloom. A film based this book is now in production, starring Blake Lively as Lily.

In conclusion, the use of BookTok videos as book reports can be very successful when used for reader-focused assignments, as students can easily visualise their thoughts and emotions. A more literary approach is more difficult to complete, and many students had to use images taken from films or “fancast” actors to give a very surface-level analysis.

6.2 Reflecting on the assignment

In the second questionnaire, both the experimental group and the control group were asked to reflect on the book assignments they handed in. They were first asked if they thought it was a good way to make book reports or book presentations for literature in their English classes. Results are given in figure 12. As can be seen, both groups were positive about the assignments with over half of students in both groups responding positively or neutrally. However about 25% of the experimental group disagreed and thus disliked the assignment, while nobody in the control group disagreed. As can be seen in the analysis of the open question that followed, in which students were asked to explain their answer to this question, a main difference was that all students in the experimental group were asked to complete the same assignment, but students in the control group had a choice of several creative writing assignments. The added autonomy in this group could mean more students were able to find an assignment that fit their interests. There were still options within the video assignments, though, as students did end up creating different types of videos for their reading experience, for example. However, this choice may have been less clear than the more obvious choice between different assignments in the control group.

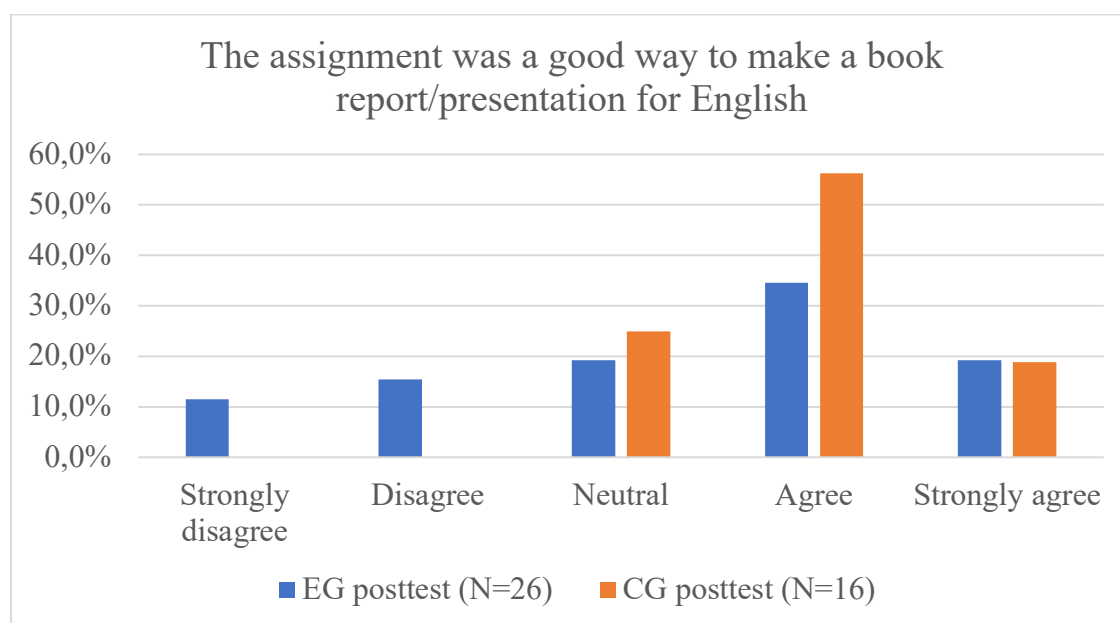


Figure 12: Reflecting on the literature assignment

Something interesting happens when looking at the open question, for which results can be found in table 15. As seen above, no students in the control group disagreed with the question, but when we look here, three students still wrote down they thought their assignment was boring, and one had not started yet. For the experimental group, one student wrote they preferred a more ‘traditional’ book report over BookTok videos, but the students who were negative in the question above could not explain why, as they wrote down “idk,” or nothing at all.

Looking at the more positive answers, both assignments were overall liked by students, but reasons differ. The control group mentions the creativity of the assignment and the autonomy of having multiple assignments to choose from, for example: “You can choose from multiple assignments and it’s creative. That makes it more fun.”¹⁰⁷ On the other hand, students in the experimental group mention that the assignment is relevant and fun: “I think it’s a good way to make a book presentation because it’s more fun and many people are on TikTok,”¹⁰⁸ and some go back to earlier in the lessons to mention many options they had in choosing a book to read: “I think it’s a good way because you see many different books that you don’t know.”¹⁰⁹ So, on the one hand, the control group experiences more autonomy, but there is more relatedness in the experimental group, as TikTok is familiar ground for many students.

The social aspect of BookTok is not visible in these answers, though. In fact, the only answer relating directly to the social reading journey model is an answer in the control group, where one student noted the assignment was good: “Because this way you can explain to other people what the book is about and that way you can convince others to read the book as well.”¹¹⁰ So even though this effect was not visible in the control group, the students overall do show a desire to add a social dimension in their reading for school.

Another unanticipated result is that several students in the experimental group wrote down they enjoyed working with TikTok, because they felt safe or competent doing so. One wrote, for example, that the assignment was good: “Because it’s short but effective and you don’t have to get it right the first time.”¹¹¹ Others, as mentioned above, note that they liked it as they were familiar with the platform. This, combined with the safety of being able to

¹⁰⁷ Je kunt uit meerdere opdrachten kiezen, en het is heel creatief. Dit maakt het leuker”

¹⁰⁸ Ik vind het een goede manier omdat het leuker is en veel mensen zitten ook op TikTok

¹⁰⁹ Ik vind het een goede manier want je krijgt veel meer verschillende boeken te zien die je niet kent

¹¹⁰ Omdat je zo aan anderen kan uitleggen waar het boek over ging en zo anderen kan overhalen dit boek ook te lezen

¹¹¹ Omdat het kort maar krachtig is en niet in een keer goed moet gaan”

reshoot your video if you do not get it right the first time, can thus be said to support feelings of competence for students when creating a book presentation.

Table: 15 Why do you think the assignment was (not) a good way to make a book presentation/report for English?

| | <i>Frequency EG</i> (N=26) | <i>Frequency CG</i> (N=16) |
|---------------------------------------------|-------------------------------|-------------------------------|
| <i>Positive</i> | | |
| The assignment was good (no explanation) | 5 | 4 |
| The assignment was fun | 4 | 1 |
| The assignment was easy | 4 | 1 |
| The assignment was creative | 1 | 3 |
| The assignment gave me choice | 1 | 2 |
| The assignment had me share recommendations | 0 | 1 |
| The assignment felt safe | 3 | 0 |
| The assignment was modern | 1 | 0 |
| <i>Negative</i> | | |
| The assignment was boring | 0 | 3 |
| I have not started the assignment | 0 | 1 |
| I don't know | 5 | 0 |
| Both this and traditional is good | 1 | 0 |
| I prefer traditional presentations/reports | 1 | 0 |

6.3 Reflections in the learner reports

The final questions regarding the assignment were asked in learner report 4. Here, students were asked to reflect on what they learned about literature and themselves through reading literature and the lessons followed. For some questions, students wrote down answers that contained two or more of the codes used, which is why some frequency numbers are larger than the number of participants.

The first question in the reflection was: *What did you learn about English literature in the lessons?* The results for this question can be found in table ... The first thing that stands out is that no students talk about English literature specifically, but more about literature in general. Most of them recall the “definition” used in the lessons, as they mention that they learned what literature is, though almost as many reflect that literature is more than they had thought beforehand. One student, for example, wrote: “I learned that literature is a much

bigger subject than I anticipated, and I would've never known about it being this big and influential to this many people if it wasn't for this class,"¹¹² putting the focus on the influence of literature and BookTok. Another wrote: "I learned what it (literature) is and that many things can be considered literature, and I learned how to pick a good book by reading a book,"¹¹³ moving focus from the impact that literature can have to the many possibilities and options that were offered in these lessons. Some students focused on competence, by reflecting that reading their novel was easier or more interesting than they had expected. One student wrote down they wanted to start reading more: "I learned that books are just movies in only words and that I need to read more."¹¹⁴

Only seven students (23%) were negative regarding this question, with some saying they did not feel like they learned much, and others being unable to put it into words or saying they did not know, with one mentioning they had missed the first lessons and they could therefore not answer the question.

Overall, results are relatively positive, A little less than half mentioning they only learned what literature was, but others reflecting on their view of the subject expanding and moving towards feeling more competent in reading or having a better idea where to find books they would enjoy.

Table 16: What did you learn about English literature in the lessons?

| <i>Theme</i> | <i>Frequency (N=32)</i> |
|--------------------------------------------------------------------|-------------------------|
| <i>Positive</i> | |
| I learned what literature is exactly | 13 |
| I learned that literature is more than I thought it was | 10 |
| I learned how to read literature / I learned I can read literature | 5 |
| I learned where to find literature I like | 3 |
| I learned that I need/want to read more | 1 |
| <i>Negative</i> | |
| I did not learn much | 5 |
| I do not know what I learned | 2 |

¹¹² Original English sentence as written down by this student

¹¹³ Original Dutch: Wat het is en dat heel veel als literature beschouwd kan worden, hoe je een goed boek kiest, door een boek te lezen

¹¹⁴ Original English sentence as written down by this student

The second question asked about reflection in learner report 4 was *what did you learn about yourself in the literature lessons?* This question was answered more diversely. Half of the students gave a positive answer, 16% was neutral, and 34% had a negative answer.

Positive answers were mostly students reflecting that reading English literature was more fun or easier than they had expected. So, once again, competence was initially an issue here that could be resolved, but elements of autonomy and relatedness could have contributed to the feeling of “fun” by giving more choice in the selection of books and relatedness by having suggestions come from peers. One student wrote: “I don’t read books, but because of this assignment I started reading.”¹¹⁵ Finally, some students reflected they now know what they like to read, showing development of literary taste, and others reflect they can learn something from reading, which can be because of non-fiction books such as *Rich Dad, Poor Dad*, but one student wrote: “Honestly not much new just figured out about some new empathising mental capabilities that make me able to involve into the emotion of the characters.”¹¹⁶ So while this student wrote down they did not learn much, I would argue this answer shows immense growth and signs of development in relatedness an Theory of Mind.

Table 17: What did you learn about yourself in the literature lessons?

| <i>Theme</i> | <i>Frequency (N=32)</i> |
|----------------------------------------------------------------------------|-------------------------|
| <i>Positive</i> | |
| I learned that reading English literature is more fun than I thought | 7 |
| I learned that literature is easier fun than I thought | 5 |
| I learned I like reading certain types of literature | 2 |
| I learned that can learn something from reading literature | 2 |
| <i>Negative</i> | |
| I learned that I don’t like (English) literature | 5 |
| I learned that reading English literature is more difficult than I thought | 3 |
| I did not learn anything | 3 |
| <i>Neutral</i> | |
| I learned if I like learning about English literature in lessons | 2 |
| I learned how to summarise a book | 1 |
| I learned how my voice sounds | 1 |
| No answer | 1 |

¹¹⁵ Original Dutch: Ik lees geen boeken maar met deze opdracht begon ik om te lezen

¹¹⁶ Original English sentence

Finally, students were asked to reflect on the question *what did you learn about yourself through reading literature?* Answers to this and the previous question were quite similar, showing that students did not really separate the lessons and reading the books. Divisions are very similar to the last question, although slightly more students (28%) were neutral or did not give an answer here. Some even referred to their answer mentioning it was “the same as the last question.” However, what stand out here are answers that explicitly show relatedness to the characters in the novels read. One student, for example, wrote down: What I learned about myself is that sometimes I relate or recognise how [main character of the novel] feels”¹¹⁷ and another wrote: I learned “that if I try hard enough I can really go into that person and experience a lot more of the book and the storyline and the characters in it.”¹¹⁸ These answers show that using BookTok in the assignment like this can have the effect that students find books that they relate to more, possibly leading to better attitudes towards reading. Some students wrote again wrote down that they intend to read more: “I think I'm going to read more books. It really changed my perspective.”¹¹⁹

Some were negative, though, mostly reporting they did not learn anything or strengthened their view that reading was not their hobby. Most students did not explain much why they dislike reading, but some elaborated. Adding to the point made in the previous paragraph that relating to characters in novels works well for these students, one student who was negative wrote: “I didn't learn anything because I didn't really recognize myself in the characters.” This means the positive effect seen in the previous section goes both ways, and when students do not recognize themselves in the characters they are reading about, they could have a negative reaction. Competence proved vital here as well, as a student wrote: “I might have chosen a book above my reading level,” thus stating they found the book too difficult to read. It can be difficult to see what books are and are not appropriate for certain reading levels on BookTok. A change for the future to prevent situations like this one could be to specifically direct students of this age towards young adult literature, as the previous chapter shows some did select literature of a higher level.

¹¹⁷ Original English sentence as written down by student

¹¹⁸ Original English sentence as written down by student

¹¹⁹ Original English sentence as written down by student

Table 18: What did you learn about yourself through reading literature?

| <i>Theme</i> | <i>Frequency (N=32)</i> |
|--------------------------------------------------------------------------------|-------------------------|
| <i>Positive</i> | |
| I learned that I like reading (more than I thought) | 5 |
| I learned that I like certain genres | 3 |
| I learned that I want to read more books | 2 |
| I learned that reading is important | 2 |
| I learned that I could relate to characters in literature | 2 |
| I learned that reading literature is easier than I thought | 1 |
| <i>Negative</i> | |
| I did not learn anything | 3 |
| I learned that I dislike reading | 2 |
| I did not use BookTok | 1 |
| I learned that reading literature in English was more difficult than I thought | 1 |
| I did not learn anything because I could not relate to the characters | 1 |
| <i>Neutral</i> | |
| No answer | 5 |
| Content of the book | 4 |

6.4 Conclusion

The question central to this chapter was: *How can BookTok short-form videos be used a tool for reading reports in an EFL classroom?* This question can be answered by looking at the videos made by students. There is a clear difference in quality between videos focusing on the *personal reading experience* and a character's *emotional journey*, which shows BookTok can best be used for reports that focus on a reader-focused approach. In their reflections, both student in the experimental group and control group were positive about their assignments, with the addition that the element of autonomy was only mentioned by the control group. More competence and safety in creating the assignment was felt by the experimental group, though, which leads to the conclusion that using BookTok as a tool for book reports can be very successful if it is an option for students to choose from. This way, students who are interested and/or familiar can choose to make the videos, and others can opt for more

traditional reports. Finally, students in the experimental group reflected on their learning experiences, which showed a majority who had positive experiences in the lessons and while reading the book. So, to answer the question central to this chapter, BookTok videos can be used as a tool for reading reports in an EFL classroom when focusing on development of literary taste and reader-focused approaches, as it has shown to help students figure out what books they enjoy and reflecting on their experience helps them develop their taste. It remains vital, though, to provide autonomy by giving options within the assignment to stimulate motivation.

7. BookTok and Motivation

This chapter focuses on the possible effects of motivation by using BookTok in an EFL classroom by answering the sub-question *how does the use of BookTok in an EFL classroom affect learners' reading motivation?* This is done by firstly analysing student responses to the learner report 1 ($N=22$), in which they reflected on the possible benefits, drawbacks, and concerns about BookTok. After, results of motivation-related questions in all questionnaires will be analysed.

7.1 Benefits, Drawbacks, and concerns

7.1.1 Benefits of BookTok

During the first lesson, students were told to explore BookTok for a while and note down their first impressions. They were then asked about their ideas based on these impressions, consisting of benefits, drawbacks, and possible concerns. The answers give a good overview of initial student attitudes towards the use of BookTok.

The results for the answers to the first question: *what do you think might be some benefits of using BookTok to discover new books?* can be seen in table Students were quite divided in their answers, though many gave several potential benefits. Seven students total (32%) mentioned that they thought the personalised recommendations that BookTok can offer would be a benefit. One student noted: "I think it is actually a very smart and easy way to find out which book do you like to read, and you can also choose and search so many books because there are so many options."¹²⁰ This indicates the student thinks BookTok could help with finding books to read, and touches upon some other of the themes mentioned often: the many options BookTok can offer, and the impression that BookTok creators give good and/or honest opinions of the books.

Four students specifically mention reading motivation in their answers. One student, for example, notes: "TikTok inspires you to read in a 'fun' way and you can look for books that appeal to for you, making a good choice for books that you want to read"¹²¹ and another mentions: "I think the biggest benefit is that more people are going to read again and when you see videos you like on TikTok, more of them come on your *For You Page*, so you see

¹²⁰ Original English sentence as written down by this student

¹²¹ Original Dutch answer: Tiktok inspireert je op een 'leuke' manier om te gaan lezen & je kan via tiktok op zoek gaan naar boeken die jou leuk lijken en zo een juiste keuze maken voor een boek dat je gaat lezen

more often books you might like.”¹²² Four students is only a 18% of the whole group though, meaning it is not a widely supported idea in the group. It is notable, however, that these students are aware of the issue that people do not read much, and that they view BookTok as a possible solution for that problem, by making reading fun and by making it easier to find good books.

Table 19: What are benefits of BookTok? (N=22)

| <i>Theme</i> | <i>Frequency</i> |
|-------------------------------------|------------------|
| Personalised recommendations | 7 |
| Good/honest impression of a book | 6 |
| Many options | 6 |
| Fast and/or easy to find books | 5 |
| Helps people read more | 4 |
| Recommendations from younger people | 2 |
| Fun videos to watch | 2 |
| Shows popular and/or trending books | 1 |

7.1.2 Drawbacks of BookTok

It is equally useful to have some insight into what students view as drawbacks of BookTok before they start reading their chosen book. The answers to the question *what do you think might be some drawbacks of limitations of using BookTok for book recommendations?* Are given in table 20. Contrary to the chapter 5, which indicated that BookTok could be a good tool for reading recommendations, most answers given are negative about the type of books that are recommended on the platform. The majority (40%) gave an answer relating to this, divided over books that are overhyped because they are trending, or receiving too many similar recommendations due to the algorithm. An example of this is: “You mainly get recommendations of what a large quantity of people is invested in, it still works with an algorithm to recommend videos.”¹²³ This answer, and others, show the drawback of relatedness and social aspects of the platform. Although it is great to see peer-to-peer motivation in reading, the drawback is that people can start repeating the same things, even though it might not be completely true. Some students wrote down they worry about influencer marketing and dishonesty of creators on the platform, for example: “Some

¹²² Original English sentence as written down by student

¹²³ Original English sentence as written down by student

drawbacks are in my opinion the fact that the person who wants to recommend something is honest about her/his opinion or not, because I think booktok can also be used as an option for marketing (influencers getting paid for showing a book).”¹²⁴ This drawback is in line with information mentioned in the Theoretical Framework, and although influencer marketing in the Netherlands is subjected to rules, this might not be the case worldwide. Transparency and honesty are therefore both a benefit and a drawback. Finally, some students respond that books are usually by international authors and not always easily available. Although many Dutch bookstores try to market on the BookTok trend, most books are not available in libraries, for example. This means that even though recommendations are more easily available for everyone, the *participation gap* is still visible here as not every student can easily get their hands on recommended books.

Table 20: What are some drawbacks of BookTok? (N=22)

| <i>Theme</i> | <i>Frequency</i> |
|------------------------------------------------|------------------|
| Types of books: only popular/trending | 5 |
| Types of books: getting stuck in the algorithm | 4 |
| Dishonest recommendations/paid promotion | 3 |
| Not easily available books | 2 |
| Too little information given | 2 |
| Creators give spoilers | 2 |
| Did not write down any drawbacks | 4 |

7.1.3 Concerns about BookTok

The final question students had to answer before they started reading their chosen books was *what are some questions or concerns you might have about using BookTok for finding book recommendations?* The main difference with the previous question is the more personal approach here, which is why this question was included as well. Results for this question can be found in table 21.

Notably, none of the students wrote down concerns relating to privacy on TikTok. Like in the section about drawbacks, many of them have concerns about misleading information, such as dishonest reviews or paid promotion presented as a normal video (45%). One student wrote: “I don't search on TikTok for books, but I hate the influencers who get paid to show people what's best and good to buy. But they have not tried it yet. It's something

¹²⁴ Original English sentence as written down by student

that's happening a lot these days”¹²⁵ Two concerns that could directly relate to reading motivation are that there could be too many options, and the lack of variation, two opposites that are somehow both concerns for students. One mentioned anxiety about having to pick just one book (“keuzestress”), but others are on the other, often heard part, of the criticism of BookTok: that it is mostly the same few books. They wrote: “I saw mostly the same books, maybe you won’t discover other genres.”¹²⁶ Both could have a negative influence on the motivation of these students, as the latter might not experience enough autonomy, or ability to make their own decision, where the other might experience too much. More practically, one student worried about changing their algorithm, which could make TikTok think they liked books, relating their worries more to using the app for school purposes. Five students (23%) had no concerns at all, with one mentioning: “I actually don't have one I think is very useful especially for beginning readers.”¹²⁷ This answer once again shows signs of BookTok being a helpful tool to promote competence in students who are just starting out in learning about and reading literature in their EFL classes.

Table 21: What are some concerns to using Booktok? (N=22)

| <i>Theme</i> | <i>Frequency</i> |
|---------------------------------|------------------|
| Misleading information | 10 |
| No concerns | 5 |
| Too many options | 2 |
| Videos too short | 1 |
| Lack of variation | 1 |
| Harmful content on TikTok | 1 |
| Changing my algorithm | 1 |
| Costs and availability of books | 1 |

¹²⁵ Original English sentence as written down by student

¹²⁶ Original English sentence as written down by student

¹²⁷ Original English sentence as written by student

7.2 Questionnaire Results

In this section, questionnaire results of both the pre- and post-test of the experimental group and control group are compared and discussed. As discussed in the methodology, all questions relate in some way to the Self-Determination Theory, with the focus being either intrinsic motivation or different forms of extrinsic motivation. Furthermore, a division is made between reading in your recreational and academic reading. These results give insights in the different aspects of reading motivation that changed after following lessons about BookTok or using the regular programme for literature in 4 havo. As explained in the methodology section, numbers of participants do vary per group and questionnaire, due to student absences. The pre-test was filled in by 34 experimental group students and 19 control group students, the post-test by 26 in the experimental group and 16 in the control group.

7.2.1 Recreational reading for enjoyment

The first question asked was about reading for fun: *I read literature in my spare time because I enjoy it*. The focus for this question was intrinsic motivation. As can be seen in figure 13, results for both the experimental group and control group were largely to extremely negative, with over 58% of control group students disagreeing to some degree, and 85% in the experimental group. This difference is striking, as a much larger part of the experimental group has an aversion to reading than in the control group. Evidently, the number of students responding neutrally or in agreement with the question is also larger in the control group, indicating that this group has more motivated readers at the start than the experimental group. As mentioned before, previous research suggests there is a difference in (reading) motivation between boys and girls and analysis of participants shows that there the divide between these two genders in the experimental group and control group do not align perfectly, as there are relatively more girls in the latter. This could provide an explanation for this striking difference.

There is a change in attitudes at the time of filling in the post-test, as the percentage of students disagreeing in the experimental group has now gone down to 61,1%. This could be explained by the lower number of respondents, though. However, when looking at more positive responses there is an increase there as well. 38% of students now respond in a neutral or positive way, compared to 15% in the pre-test.

There are also changes in the control group, though. Here, the number of students responding negatively has gone down to 38%. Students responding neutrally or positively has

gone up from 42% to 62,5%. This means intrinsic motivation in this short time has gone up by about 20% in both the experimental and control group, meaning that this rise cannot solely be attributed to the use of BookTok.

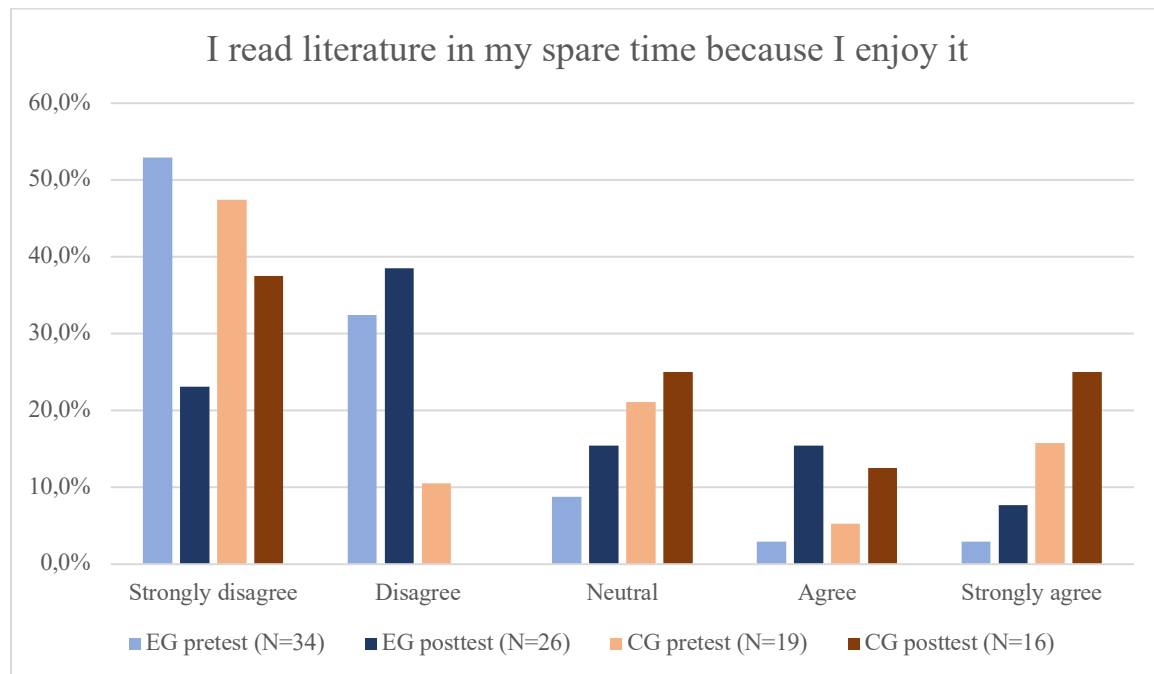


Figure 33: Intrinsic reading motivation

Further insights might be gained by looking at the open question (*Why do you (not) enjoy reading in your spare time?*) that followed in the pre-test. Most students gave negative answers here, but only two students specifically mention a general dislike of reading. Mostly, students mention that they have other or better things to do. Most do not specifically mention what things, but some answers include “I’m usually on my phone,” “going to the gym,” and “watching films” in the experimental group, and in the control group only one student mentioned a preference for films, where others gave no alternatives. Most other results offer no real explanation other than that reading is seen as ‘boring,’ except for some elaborating on having difficulty with reading in English (too much effort) and missing the ‘spare time’ by mentioning reading is not fun because school sets criteria for the books to read.

In the post-test, there was only one bigger open question to avoid ‘survey fatigue.’ The full range of answers is analysed below, but answers here that relate to intrinsic motivation in the experimental group include: “I still don’t like reading, but it’s less boring,” and “I still don’t read or like reading.” In the control group, answers relating to intrinsic motivation include, “I’m still lazy,” and “I only read when I have to, not because I like it.”

It can thus be concluded that using BookTok in an EFL classroom has no real effect on the intrinsic reading motivation of students regarding reading in their spare time. Whereas

the Likert scales do indicate that the extreme aversion to reading in their spare time has gone down, the same can be said for the control group so this effect cannot be attributed to the experiment. The open question also gives no indication that students experience more intrinsic motivation to read literature in their spare time.

Table 22: Why do you (not) enjoy reading literature in your spare time (pre-test)?

| | <i>EG (N=34) Frequency</i> | <i>CG (N=19) Frequency</i> |
|-----------------------------------|----------------------------|----------------------------|
| <i>Negative</i> | | |
| I have other/better things to do | 12 | 4 |
| Reading is boring | 7 | 5 |
| I do not have enough time to read | 5 | 1 |
| Reading is too much effort | 2 | 1 |
| I just dislike reading | 2 | 0 |
| School tells me what to read | 1 | 1 |
| <i>Positive</i> | | |
| I can immerse myself in a story | 2 | 3 |
| Reading calms me down | 2 | 0 |
| I like discovering new stories | 1 | 0 |
| I enjoy reading certain genres | 0 | 1 |
| I can learn from reading | 0 | 1 |

7.2.2 Academic reading for enjoyment

The same questions relating to reading literature in spare time were asked in the context of reading for school. In contrast to the previous section, this question does not fully belong to the spectrum of intrinsic motivation, as reading for school always has an element of obligation. Results for the question are given in figure 14.

Once again, results in the pre-test are overwhelmingly negative, with about 80% of the experimental group disagreeing and not one student agreeing, and about half of the control group responding negatively. In this group, however, 37% was neutral in the pre-test and 5% even agreed.

Looking at changes in the post-test, a strong decline can be seen in the category ‘strongly disagree’ for the experimental group, but a rise in the ‘disagree’ category. This suggests that, even though students still do not agree with the idea that reading literature for

school can be enjoyed, the feeling has become less strong. On top of that, whereas not one student agreed before, now a few students now agree with the statement.

In contrast, the control group sees a small rise under the category of ‘strongly disagree,’ which could also be explained by the smaller number of students responding to the questionnaire (19 against 16). A decrease in the percentages in the ‘disagree’ category and rises in the categories ‘agree’ and ‘strongly agree’ are also visible, further supporting there is no actual rise in students who disagree strongly.

So, once again, both groups seem to have a similar change in reading motivation for school in the survey question. When it comes to the open question in which they explain their answer on the pre-test, though, very different answers were given than in the question about reading in your spare time. Results in table 23 show that most student do not enjoy reading literature for school before starting the lessons, because of the selection of books available, or just because it is mandatory. Two students in the experimental group, for example, wrote down: “It’s [reading literature for school] not fun because the books on the lists are not books I would choose and most of them look kind of old”¹²⁸ and “I don’t like it because it’s mandatory. I have to read a book and often I don’t even get to choose which one.”¹²⁹ This suggests they miss an element of autonomy (I don’t even get to choose; books on the lists). Other students in this group interpreted the question as reading at school, saying: “I can never really get into a book when I’m at school.” A few mentioned a dislike for reading here, as there are usually tests or assignments that go with it.

In the post-test, only one open question was asked for students to explain their answer for all areas of reading for school. Not many students both groups specifically mention reading for enjoyment in relation to school for this question, but one student in the control group does mention: “It is fun when you have a fun book,”¹³⁰ but others, mainly in the experimental group, say they only read for school because they feel obliged to, with the one exception who says: “I don’t like that school makes me do things I didn’t really like, but this was kind of interesting.”¹³¹

In conclusion, it is difficult to say if there is a rise in motivation here that can be attributed to the use of BookTok. However, even though students in the experimental group do not report to enjoying reading, the decline in the “strongly disagree” section for this group

¹²⁸ Original English sentence as written down by student

¹²⁹ Original English sentence as written down by student

¹³⁰ Original English sentence as written down by student

¹³¹ Original English sentence as written down by student

is striking and preliminary results could indicate the use of BookTok can lessen the feelings of dislike towards reading in unmotivated groups. The open question does indicate that some students have possibly realised reading, and even reading for school, can be fun, besides being an obligation for school.

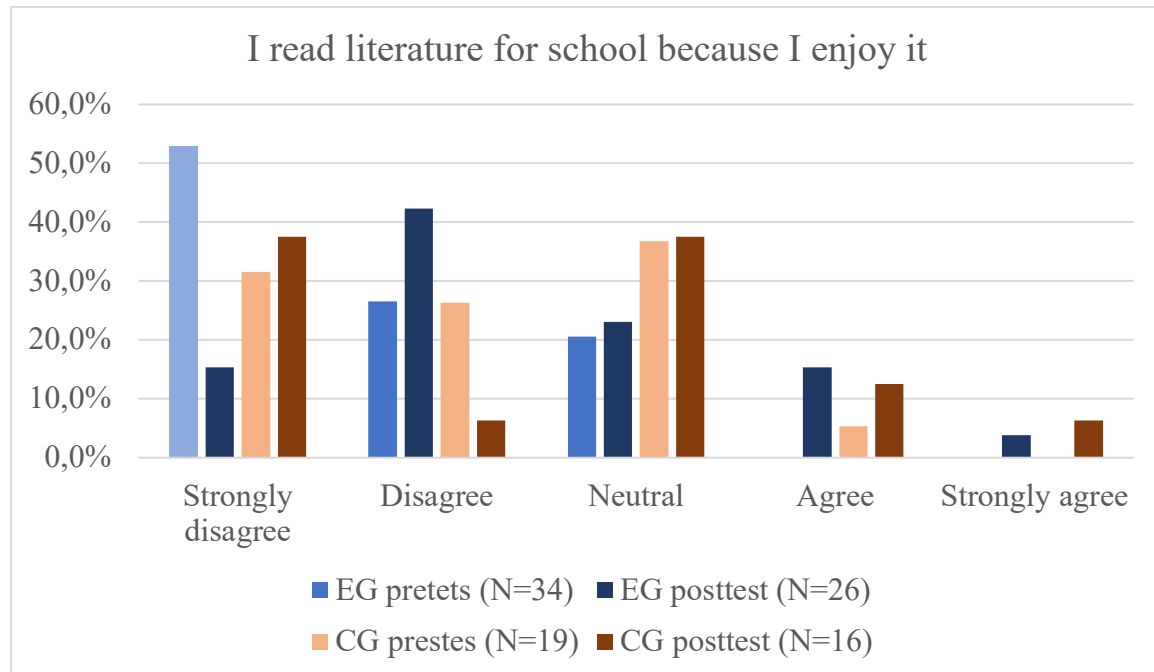


Figure 14: Academic reading of literature for enjoyment

Table 23: Why do you (not) enjoy reading literature for school? (pre-test)

| | <i>EG (N=34) Frequency</i> | <i>CG (N=19) Frequency</i> |
|-----------------------------------|----------------------------|----------------------------|
| Dislike of the books | 13 | 7 |
| Mandatory/not own choice | 7 | 3 |
| I don't read books | 3 | 0 |
| I dislike the assignments/reports | 1 | 2 |
| Reading is difficult | 3 | 0 |

7.2.3 Recreational reading for personal development

Besides intrinsic motivation, using BookTok could influence certain aspects of extrinsic motivation. In this question, students were asked whether they would read as it could be useful for them personally.

Results of this question for reading in their spare time are presented in figure 15 below. Results for the pre-test are, once again, very negative in both the experimental group and the control group, but the control group is slightly more positive.

The change in the experimental group is comparable to the previous question. Most students move from 'strongly disagree' towards 'disagree,' and a few students now agree with the statement. In this instance, only 6% agreed in the pre-test, but in the post-test that number has risen to over 20%. This suggests that, although small, a rise in motivation can be detected here.

However, the same can be said of the control group. Although these students were similarly unmotivated in the pre-test, the percentages for the 'agree' category have gone up from 15% to 31%, and 'strongly agree' has gone from 10 to 12%, indicating there is no real change here.

Just as before, the only conclusion based on these number is that reading literature in English can have a positive or motivating effect on students, but none of it can be solely attributed to the use of BookTok, as similar changes can be detected in the control group.

Looking at the results for the open question in the pre-test (*Why do you think reading literature in your spare time is (not) useful?*), results in table 24 show that the majority of the experimental group (38%) thinks 'other things' are more useful to spend their time on before starting the experiment. These 'other things' vary from a preference for watching films to making a distinction between literature and more technical ("normal") books that they would rather read.

Results in the experimental group are more negative in the open question in the pre-test, with 25 (74%) negative answers and 9 (26%) positive answers. The control group was more positive to start with. This group gave 9 (47%) positive answers and 10 (53%) positive answers. Positive answers mostly entailed educational merit, such as gaining vocabulary or improving reading skills. This is in line with earlier mentioned research by Bloemert et al about students' perceptions of benefits of literature in EFL lessons.¹³² Results for the one open question in the post test show similar results, with several students that they would read for personal development as they could learn from it or because it has educational merit.

¹³² Bloemert et al., "Students' Perspective," 380.

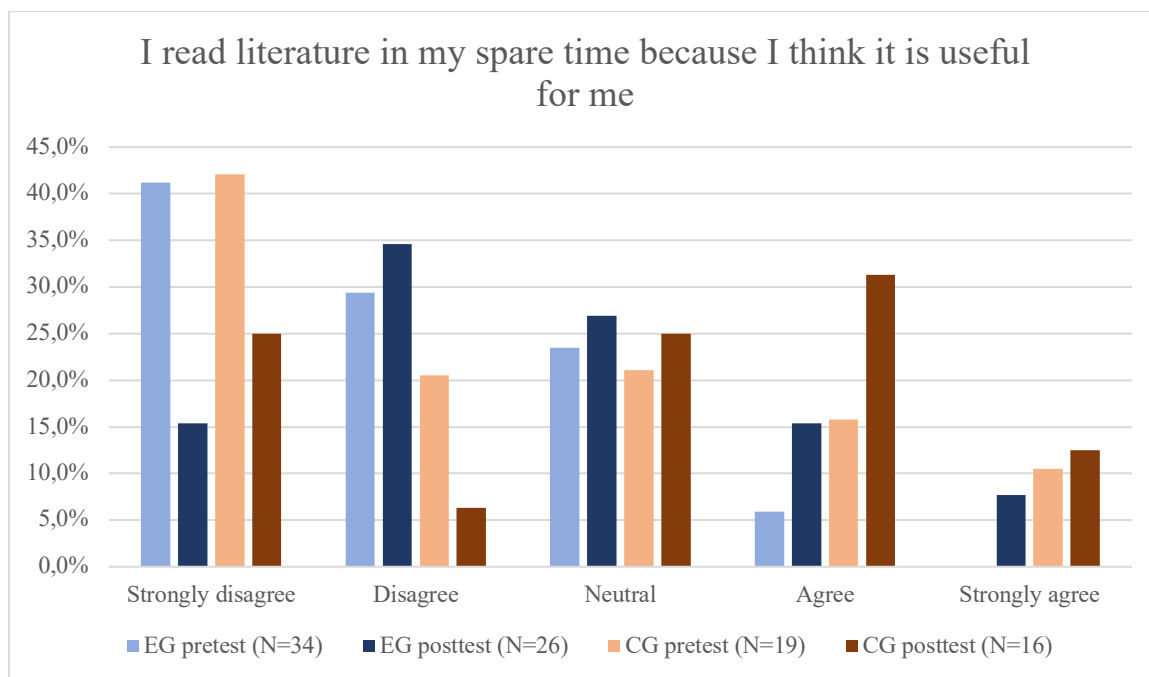


Figure 15: Recreational reading for personal development

Table 24: Why do you think reading literature in your spare time is (not) useful for you? (pre-test)

| | <i>EG (N=34) Frequency</i> | <i>CG (N=19) Frequency</i> |
|----------------------------------------------------|----------------------------|----------------------------|
| <i>Negative</i> | | |
| Other things more useful or efficient than reading | 13 | 2 |
| Reading is not useful/educational | 6 | 3 |
| Reading is boring | 2 | 1 |
| I only read for school | 2 | 1 |
| I don't have time to read | 1 | 1 |
| No answer | 1 | 1 |
| <i>Positive</i> | | |
| Educational merit: vocabulary | 4 | 3 |
| Educational merit: reading skills | 2 | 3 |
| Educational merit: other | 2 | 4 |
| I have dyslexia | 1 | 0 |

7.2.4 Academic reading for personal development

The same question about personal development was asked in relation to reading literature for school. Results for the questionnaire (figure 16) were very similar to the question about reading for personal development in spare time. The experimental group was slightly more

motivated to read for school during the pre-test (35% in the pre-test and 8% in the post-test), and results were again a very notably drop in “strongly disagree” when going from pre-test to post-test, whereas all other categories saw small rises. The control group also saw smaller drops in the negative categories and rises in neutral or positive sectors. So, once again, it could be argued that reading literature has a motivating effect, but the use of BookTok in an especially undermotivated group can arguably take away some of the strong negative feeling.

The open question in the pre-test (*Why do you (not) think reading literature for school is useful for you?*) was answered in line with the same question in the spare time. The experimental group shows an overwhelming number of negative answers (n=20, or 59% of all answers), whereas division in the control group is more 50/50. Answers given are mostly to do with practicality, such as the student in the experimental group noting: “It’s not useful because literature is not going to teach me how to solve a math problem,”¹³³ or the more positive: “So you can write better argumentative essays.”¹³⁴ Similarly, students in the control group note they read for development for school, because: “it’s not without reason that it’s said you should read a lot so I think that means it has to be useful.”¹³⁵

In conclusion, for this topic it can be said most students who do read literature do so because they either feel it improves their competence when it comes to English or reading in general. Negative feelings also come from a feeling of competence, but mostly because students note they do not think they would gain any from reading literature.

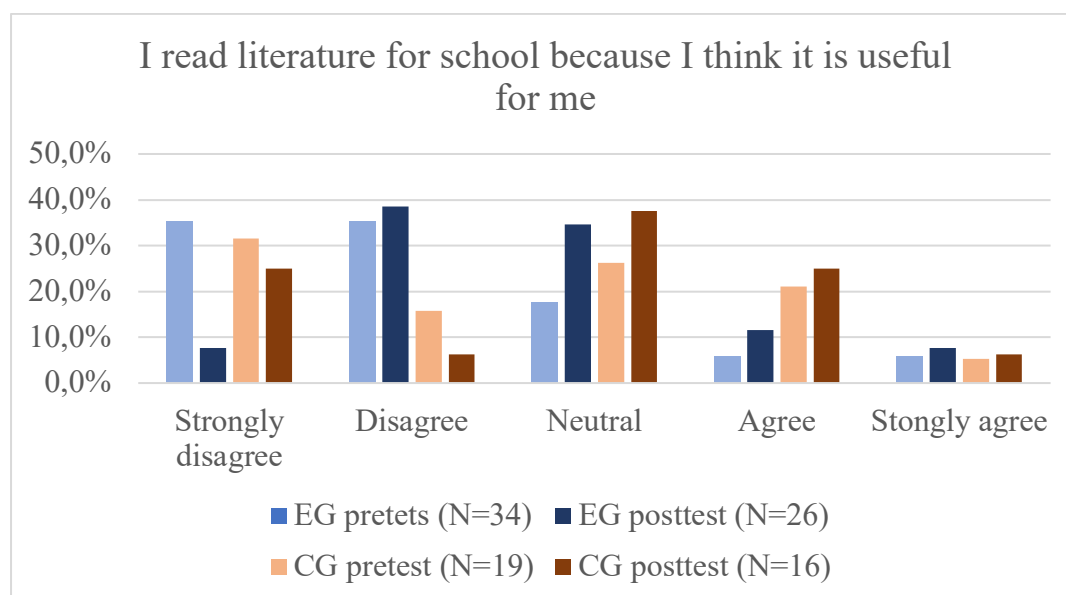


Figure 16: Academic reading for personal development

¹³³ Original English as written down by student

¹³⁴ Original English as written down by student

¹³⁵ Original English as written down by student

Table 25: Why do you think reading literature for school is (not) useful for you? (pre-test)

| | <i>EG (N=34) Frequency</i> | <i>CG (N=19) Frequency</i> |
|---------------------------|----------------------------|----------------------------|
| <i>Negative</i> | | |
| Other things work better | 8 | 5 |
| Just not useful | 12 | 3 |
| <i>Positive</i> | | |
| Tests/getting good grades | 2 | 2 |
| Vocabulary | 2 | 1 |
| To study | 4 | 2 |
| Reading skills | 1 | 0 |
| Writing skills | 1 | 2 |

7.2.5 Recreational reading for peer approval

Besides grades or personal development being part of extrinsic motivation, pressure from other people can be a reason for motivation. Within the Self-Determination Theory, this would fall somewhere in either *external regulation (regarding rewards or punishments)* and *introjection (regarding a focus on approval from self or others)*.¹³⁶ These are the two “lowest” forms of extrinsic motivation but may still offer insights into reasons for students to (not) read literature.

When looking at approval from others, this will mostly be through friends or classmates, as they cannot give rewards or punishments. Students were asked in the pre- and post-test if they would read literature because their friends or classmates do so as well. Results for this question can be found in figure 17. Results for the pre-test show that in both the experimental group and control group, most students strongly disagree with this question (88% of the experimental group and 79% of the control group). It shows that reading literature will not get these students approval from peers, or that they do not care about it.

For further insights, they were asked on both questionnaires to explain their answers. In the pre-test especially, students were quite open on whether their friends read or not, for which results are presented in table 26. It shows that most students do not read and neither do their friends. Looking at quotes, it shows that there is no disapproval of students who do read as most respond similar as a student in the experimental group who said: “I think it should

¹³⁶ Richard M. Ryan and Edward L. Deci, “Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions,” *Contemporary Educational Psychology* 25, no. 1 (2000): 54–67, <https://doi.org/10.1006/ceps.1999.1020>, 61.

have nothing to do with if your friends read or not. If you like it, you should just do it.”¹³⁷ The control group was a little more divided in the pre-test, although still strongly in disagreement, as one student notes: “Nobody can influence me; I do what I like. If everyone around me reads, I do not automatically read as well.”¹³⁸ This group does have some students who see benefits of social reading, for example, one student in the control group said: “If you are in a group of friends where everyone reads it can have a good influence and everyone will push each other to read, so it can help.” This does not necessarily fall into the category of approval from friends, as this is more part of the social reading journey, in which this student gets to activity 4 (social interaction).¹³⁹

Looking at the post-test, both groups became slightly more positive, and the experimental group shows another drastic move from “strongly disagree” towards “disagree.” In this group, there are now several students who reflect on social reading as well. One student relates this to competence: “Because then we’re at the same level of vocabulary” and another appreciates the social aspect: “Talking about the same books.” The control group answered similarly, but one student noted: “I don’t really care how much they read. I do think it’s a shame they don’t read a lot, because now I cannot talk to them about it.” As the social aspects were named more from a positive angle in the experimental group and a missing aspect in the control group, tentative results could indicate the use of BookTok can have a positive effect on peer social interactions surrounding books. This does not have to relate to *approval* but can be part of the need for *competence* or *relatedness*.

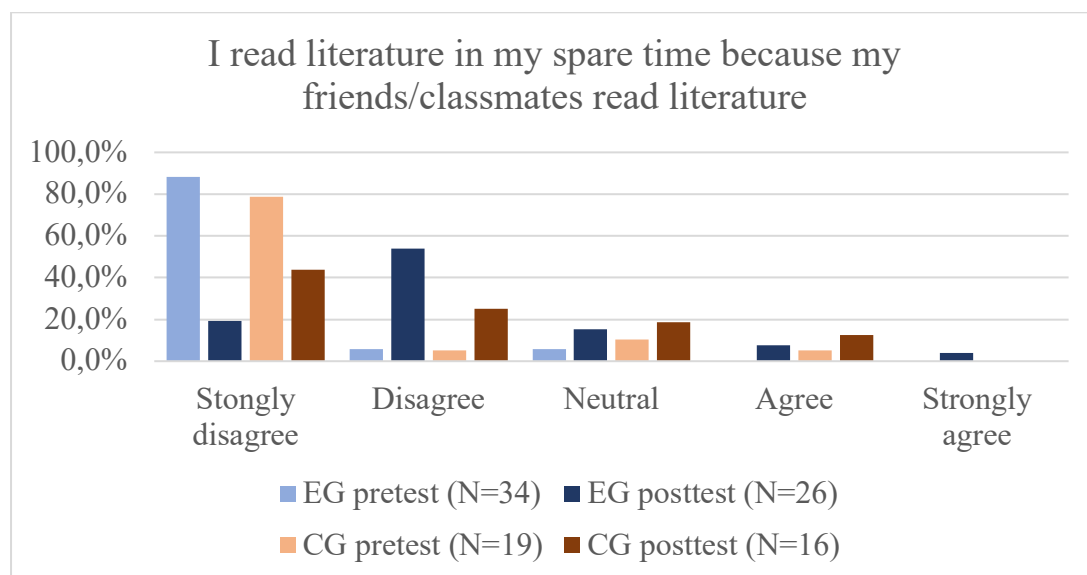


Figure 17: Reading for peer approval

¹³⁷ Original English sentence as written down by student

¹³⁸ Original English sentence as written down by student

¹³⁹ Zhang, McKay, and Buchanan, “I’ve Got All My Readers With Me,” 188.

Table 26: How do you feel about your friend (not) reading? (Pre-test)

| | <i>EG (N=34) Frequency</i> | <i>CG (N=19) Frequency</i> |
|-----------------------------------------|----------------------------|----------------------------|
| My friends read and so do I | 2 | 2 |
| My friends read but I do not | 3 | 1 |
| My friends do not read but I do | 0 | 2 |
| My friends do not read and neither do I | 22 | 8 |
| I do not know and/or do not care | 7 | 6 |

7.2.6 Academic reading for parent or teacher approval

Finally, moving towards pure extrinsic motivation for either approval or rewards/avoidance of punishments, students were asked if they read literature as they were asked if they would read literature (for school) because they thought their parents and/or teachers said they should. Results for this question are presented in figure 18. More students agree with this question than the one relating to their peers, indicating they do feel a pressure from authority figures before and after starting the lessons. Most interestingly, the experimental group grows in agreement from pre- to post-test, whereas the control group sees a decline in “agree” and “strongly agree,” but a rise in “neutral.” This could indicate that the lessons spent on teaching BookTok and selecting a novel had influence on the extrinsic motivation of the experimental group, while the less regulated selection in the control group had the opposite effect.

Once again, students were asked to explain their answer (*How do you notice this & what do you think about it?*). Students were not very elaborate in their answers, making it difficult to map out the results. For the pre-test, the experimental group has six students (18%) reflect on how they noticed this, but 28 (82%) said they did not notice that their parents or teacher thought they should read literature, or they did not care. Students in the experimental group who did care wrote down that these messages mainly came from language teachers (n=1), their Dutch language teacher (n=1), or parents (n=1). Other students reflect they only read when there is an assignment (n=2), and one student wrote “If I don’t do it, there are consequences.”¹⁴⁰ In the control group more students noticed this influence, as four wrote down they felt pressure from parents or teachers, and five wrote they read because of school assignments or tests. Everyone else noted they do not feel pressure (n=17). Notably, the students in the control group felt more pressure from their parents, as one wrote: “You

¹⁴⁰ Original English sentence as written by student

often get graded for assignments about the book and if my parents check my homework and see I have to read a book, they will say something about that.”¹⁴¹

Moving to the post-test, nothing really changed. In the experimental group (N=26) only four students reflected that they would read for school or because their teacher said so. This would not be a problem, as it is better to read for more intrinsic motivation, but others note they still would not read at all (n=8), whereas the rest does not provide an answer. A similar set of answers was given by the control group.

In conclusion, most students do not feel external regulation or introjection to read literature. The use of BookTok in the lessons had little effect on this external motivation.

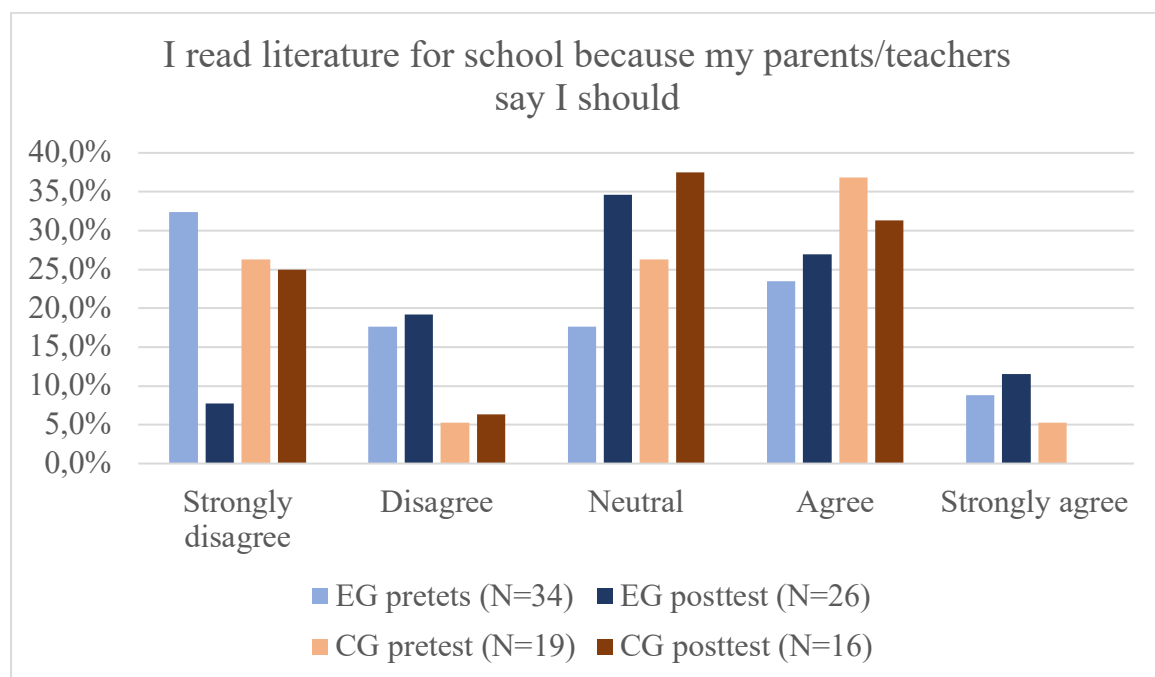


Figure 18: Reading for parent/teacher approval

¹⁴¹ Original Dutch: Je krijgt vaak een cijfer voor een opdracht over het boek, en als me ouders zien dat er in het huiswerk staat dat ik bijvoorbeeld een boek moet lezen zouden ze er zeker iets van zeggen

7.3 Conclusion

The aim of this chapter was to answer the question *how does the use of BookTok in an EFL classroom affect learners' reading motivation?* Results after first impressions showed that student saw many benefits of using BookTok, including a motivating factor, the option to discover more books, and personalised recommendations. However, drawbacks and concerns had to do with dishonesty of content creators and harmful content on the app. Then, looking at changes in reported motivation by both the experimental and control group, it can be concluded that both groups can be said to have gained some motivation, although tentative results do show a stronger effect, especially relating to less strong aversion to reading for enjoyment, when looking at the experimental group. Extrinsic motivation to do with external regulation was not affected by this intervention. Provisional conclusions can thus be made that using BookTok in an EFL classroom can have positive effects on learners' reading motivation.

8. Conclusion

The research question central to this thesis was: *To what extent does the use of BookTok in the English as a foreign language classroom in Dutch 4 have classes influence students' attitudes towards reading and literature?*

The results show that using BookTok as a tool for book recommendations in the EFL classroom affects the variation and choices of books made by students. The control group read many similar books available in the school library, and the control group read a varied list of books that were not as easily available at school. Students in both groups mention they prefer to have full autonomy when it comes to selecting books to read for EFL literature lessons, but not many students would know where to find literature that fits their interests. Discussing BookTok finds with peers can create an *affinity space* where students show more participation and help each other discover more or other books. When asked if they would use BookTok again, 40% of the students in the experimental group respond positively. This shows BookTok could be a good option to use for more reading recommendations in the EFL classroom.

Next, having students create their own BookTok videos can be a good way to have them reflect in reading reports when the central approach is reader focused. Reflecting on their learning experiences, students in both groups are positive about the given assignment, although the control group did value the autonomy to select from a list of assignments. However, students in the experimental group reported more feelings of competence and safety. In learner reports, students in the experimental group reflected that they mostly felt they did learn from this assignment, showing their learning experiences relate to feelings of relatedness, competence, or development of literary taste.

Finally, first impressions of BookTok show students value it as a factor for improving reading motivation because of peer or personalised reading recommendations and the seemingly endless number of books you can find. Disadvantages named by students include the sometimes untransparent paid promotions posted, meaning they do not always trust recommendations. Looking at changes in answers to both questionnaires, it seems both the control group and experimental group show slight increases in motivation, but the effect on the experimental group, as supported by qualitative data, seems a little stronger.

To answer the main question, BookTok can be said to have a positive influence on students' attitudes towards reading in the EFL literature classroom, as it gives them more options for books to read and moves them away from the more traditional school canonical

works, provides relatable and competence supporting ways of reporting on their reading experiences, and decreases the strongly negative feelings towards reading for enjoyment, development, and importance.

9. Discussion

This study used two questionnaires, learner reports, and video reports to test the influences of BookTok on 4 have students' attitudes towards reading and literature. The most interesting finding was that students using BookTok for reading recommendations read a much more varied list of books that students having free choice, but no tool other than a reading list and teacher to help them. Using BookTok could thus arguably be said to help lessen the *participation gap* as described by Jenkins, as even students with no "mentor-figure" or filled bookshelves at home can now easily find suggestions for literature that fits their interests. Furthermore, by utilising the social aspect of BookTok in the lessons, the Social Reading Journey Model was recreated on a small scale. This was shown through several books that were only selected by one or two students after initial searches of BookTok, but up to eight more after in-class discussions. At least one student found inspiration on the app, looked up more information for their top-3 presentation and thus inspired others through social interaction, leading to more students reading.

It is important to note as well that, although quantitative data does not suggest a strong increase in motivation due to the use of BookTok, qualitative results do indicate that all three basic psychological needs, as stated within SDT, are present in its educational application. Autonomy is felt when being able to choose your own book through suggestions on the app and making choices regarding the contents of the videos. Relatedness is felt through peer-to-peer recommendations and social interactions with classmates. Finally, the most striking result is how many students reported feelings of competence after finding a book to read on BookTok. It must be noted, though, that there is more qualitative data regarding the experimental group, so the fact that this component is not as prevalent in the control group can also be due to less results.

Overall, results are hesitant but promising. Although students report positive results in their Learner Reports, it remains to be seen whether intentions to read more or to stay on BookTok are kept. It must be considered as well that this study was conducted over a relatively small period, so bigger and more telling results might be detected in a more longitudinal study. The sample size for this study was quite small as well, so suggestions for further research might be a study focusing on quantitative result over a larger group divided over different schools in other regions, or a more longitudinal study to see results over a longer period.

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Appendices

1. Questionnaires

H4: Introduction to Literature

Beste leerling,

Zou je willen meewerken aan mijn onderzoek door deze vragenlijst in te vullen? De vragen gaan over het lezen van literatuur voor het vak Engels.

Deze vragenlijst is volledig anoniem en je antwoorden worden strikt vertrouwelijk behandeld. Het invullen van de vragenlijst duurt ongeveer 20-25 minuten, maar neem er vooral rustig de tijd voor. Ik stel het zeer op prijs als je de vragen zo eerlijk en volledig mogelijk beantwoordt.

Alvast hartelijk dank voor je medewerking!

Lezen in de vrije tijd:

De volgende vragen gaan over het lezen van literatuur in je vrije tijd. Hierbij hoeft je dus de literatuur die je voor school leest niet mee te nemen.

1 In mijn vrije tijd lees ik literatuur omdat ik literatuur lezen leuk vind.

Vraag instructies: *Kies één antwoord*

Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

2 Wat vind je wel/niet leuk aan het lezen van literatuur in je vrije tijd?

Vraag instructies: *Geef zo volledig mogelijk antwoord*

3 In mijn vrije tijd lees ik literatuur omdat ik dit nuttig vind voor mijzelf.

Vraag instructies: *Kies één antwoord*

Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

4 Waarom vind je het lezen van literatuur in je vrije tijd wel/niet nuttig?

Vraag instructies: *Geef zo volledig mogelijk antwoord*

5 In mijn vrije tijd lees ik literatuur omdat ik mij zou schamen als ik dat niet zou doen.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

6 Waarom schaam je je wel/niet als je wel/geen literatuur leest in je vrije tijd?

Vraag instructies: *Geef zo volledig mogelijk antwoord*

7 In mijn vrije tijd lees ik literatuur omdat ik denk dat ouders en/of docenten vinden dat ik dat moet doen.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

8 Hoe merk je dit & wat vind je daarvan?

Vraag instructies: *Geef zo volledig mogelijk antwoord*

9 In mijn vrije tijd lees ik literatuur omdat mijn vrienden dat ook doen.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

10 Hoe merk je dit & wat vind je daarvan?

Vraag instructies: *Geef zo volledig mogelijk antwoord*

11 In mijn vrije tijd lees ik literatuur omdat ik dit belangrijk vind.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

12 Waarom vind je literatuur lezen in je vrije tijd wel/niet belangrijk?

Vraag instructies: *Geef zo volledig mogelijk antwoord*

13 In mijn vrije tijd lees ik literatuur omdat ik mij daardoor kan ontspannen.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

Stellingen lezen voor school:

De volgende vragen gaan over het lezen van literatuur voor school, waarbij je moet denken aan de literatuur die je voor het schoolvak Engels moet lezen.

14 Voor school lees ik literatuur omdat ik dat leuk vind.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

15 Wat vind je wel/niet leuk aan het lezen van literatuur voor school?

Vraag instructies: *Geef zo volledig mogelijk antwoord*

16 Voor school lees ik literatuur omdat ik dit nuttig vind voor mijzelf.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

17 Waarom vind je het lezen van literatuur voor school wel/niet nuttig?

Vraag instructies: *Geef zo volledig mogelijk antwoord*

18 Voor school lees ik literatuur omdat ik mij zou schamen als ik dat niet zou doen.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

19 Waarom schaam je je wel/niet als je wel/geen literatuur leest voor school?

Vraag instructies: *Geef zo volledig mogelijk antwoord*

20 Voor school lees ik literatuur omdat mijn docenten en/of mijn ouders dit van mij verwachten.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

21 Hoe merk je dit & wat vind je daarvan?

22 Voor school lees ik literatuur omdat mijn vrienden dat ook doen.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

23 Hoe merk je dit & wat vind je daarvan?

24 Voor school lees ik literatuur omdat ik dit belangrijk vind.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens
-

25 Waarom vind je literatuur lezen voor school wel/niet belangrijk?

26 Voor school lees ik literatuur, maar ik vind dit ook ontspannend.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

Literatuuronderwijs bij het vak Engels

De volgende vragen gaan over literatuuronderwijs bij het schoolvak Engels

27 Ik vind het interessant om bij het vak Engels te leren over literatuur.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

28 Wat vind je hier wel/niet interessant aan?

29 Als ik literatuur moet lezen voor het vak Engels mag ik zelf kiezen wat ik lees.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

30 Hoe vind jij dat literatuur gekozen moet worden bij het vak Engels? Moet de docent bijvoorbeeld kiezen of een selectie maken, of vind jij dat de leerling vrije keuze moet krijgen?

Vraag instructies: *Geef zo volledig mogelijk antwoord*

31 Als ik literatuur moet lezen voor het vak Engels weet ik wat ik wil lezen.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

32 Kun je voorbeelden noemen van literatuur die je wil lezen voor het vak Engels?

Vraag instructies: *Geef zo volledig mogelijk antwoord*

33 Als ik literatuur moet lezen voor het vak Engels weet ik waar ik terecht kan voor suggesties of inspiratie

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

34 Waar zou je heen gaan voor suggesties of inspiratie?

Vraag instructies: *Geef zo volledig mogelijk antwoord*

Literatuur en sociale media

De volgende vragen gaan over literatuur die je tegen kunt komen op sociale media

35 Ik heb wel eens een literatuur gelezen, alleen omdat ik dat zag op social media

Vraag instructies: *Kies één antwoord*

Ja Nee

36 Als je op de vorige vraag ja hebt geantwoord: Om welke literatuur ging het, en via welke sociale media heb je deze gevonden?

Vraag instructies: *Geef zo volledig mogelijk antwoord*

37 Ben je bekend met #booktok

Vraag instructies: *Kies één antwoord*

Ja Nee

38 Als je op de vorige vraag ja hebt geantwoord: Wat weet je van #booktok en welke literatuur associeer jij hiermee?

39 Heb je de app TikTok geïnstalleerd op je telefoon?

Vraag instructies: *Kies één antwoord*

Ja Nee

40 Als je op de vorige vraag met ja hebt geantwoord: zou je het oké vinden om jouw TikTok account voor maximaal vier lessen te gebruiken voor school? Als je op de vorige vraag met nee hebt geantwoord: zou je het oké vinden om deze app te installeren, een account aan te maken en deze voor maximaal vier lessen te gebruiken voor school?

Vraag instructies: *Kies één antwoord*

Ja Nee

Vragenlijst: Literatuur en BookTok

Beste leerling,

Zou je nogmaals willen meewerken aan mijn onderzoek door deze vragenlijst in te vullen? De vragen gaan over de afgelopen lessen over literatuur, BookTok en het lezen van je boek.

Deze vragenlijst is volledig anoniem en je antwoorden worden strikt vertrouwelijk behandeld. Het invullen van de vragenlijst duurt ongeveer 20-25 minuten, maar neem er vooral rustig de tijd voor. Ik stel het zeer op prijs als je de vragen zo eerlijk en volledig mogelijk beantwoordt.

Alvast hartelijk dank voor je medewerking!

Deel 1: Lezen in de vrije tijd

De onderstaande stellingen gaan over het lezen van literatuur **in je vrije tijd**. Neem daarbij de afgelopen lessen over literatuur en het boek dat je hebt gelezen zeker mee.

1 Na de literatuurlessen over BookTok en het lezen van een boek lees ik literatuur in mijn vrije tijd omdat ik dat leuk vind

Vraag instructies: *Kies één antwoord*

Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

2 Na de literatuurlessen over BookTok en het lezen van een boek lees ik literatuur in mijn vrije tijd omdat ik dat nuttig vind voor mijzelf

Vraag instructies: *Kies één antwoord*

Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

3 Na de literatuurlessen over BookTok en het lezen van een boek lees ik literatuur in mijn vrije tijd omdat ik dat belangrijk vind

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

4 Na de literatuurlessen over BookTok en het lezen van een boek lees ik literatuur in mijn vrije tijd omdat ik dit interessant vind.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

5 Leg je bovenstaande antwoorden uit: Waarom lees jij na deze lessen over BookTok en het lezen van een boek wel of geen literatuur in je vrije tijd omdat je dat leuk/interessant/nuttig/belangrijk vindt?

6 Na de literatuurlessen over BookTok en het lezen van een boek lees ik vaker literatuur in mijn vrije tijd omdat ik mijn klasgenoten dat zie doen

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

7 Waarom is het voor jou wel of niet belangrijk of jouw vrienden ook lezen?

Deel 2: Lezen voor school

De onderstaande stellingen gaan over het lezen van literatuur **voor school**. Neem daarbij de afgelopen lessen over literatuur en het boek dat je hebt gelezen zeker mee.

8 Na de literatuurlessen over BookTok en het lezen van een boek lees ik literatuur voor school omdat ik dat leuk vind.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

9 Na de literatuurlessen over BookTok en het lezen van een boek lees ik literatuur voor school omdat ik dit nuttig vind voor mijzelf.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

10 Na de literatuurlessen over BookTok en het lezen van een boek lees ik literatuur voor school omdat ik dit belangrijk vind.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

11 Na de literatuurlessen over BookTok en het lezen van een boek lees ik literatuur voor school omdat ik dat interessant vind.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

12 Leg bovenstaande antwoorden uit: Waarom lees jij na de literatuurlessen over BookTok en het lezen van een boek wel of geen literatuur omdat je dat leuk/interessant/nuttig/belangrijk vindt?

13 Na de literatuurlessen over BookTok en het lezen van een boek lees ik literatuur voor school omdat mijn docent vindt dat ik dat moet doen.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

14 Na de literatuurlessen over BookTok en het lezen van een boek lees ik literatuur voor school omdat mijn vrienden dat ook doen.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

15 Leg je antwoord uit: waarom vind jij het na deze lessen en het lezen van een boek wel of niet belangrijk wat jouw vrienden doen en/of wat jouw docent vindt met betrekking tot literatuur lezen voor school?

Deel 3: BookTok

Met deze vragen wil ik je nog wat specifiekere vragen stellen over het gebruik van BookTok in de literatuurlessen bij Engels.

16 De lessen over BookTok hebben mij geholpen bij het kiezen van een boek om te lezen voor het schoolvak Engels.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

17 Leg je antwoord uit: hoe hebben de lessen over BookTok jou (niet) geholpen bij het kiezen van een boek om te lezen voor Engels?

18 Het boek dat ik heb gelezen kende ik al voor ik ben gaan zoeken op BookTok

Vraag instructies: *Kies één antwoord*

Ja Nee

19 Ik ben tevreden over het BookTok boek dat ik heb gelezen voor Engels

Vraag instructies: *Kies één antwoord*

Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

20 Leg je antwoord uit: waarom ben je (niet) tevreden over de keuzen van het BookTok boek dat je hebt gelezen voor Engels?

21 Wanneer ik nogmaals literatuur moet lezen voor het schoolvak Engels zou ik weer via BookTok een boek zoeken.

Vraag instructies: *Kies één antwoord*

Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

22 Leg je antwoord uit: waarom zou je (niet) nog een keer een boek zoeken via BookTok voor literatuur bij Engels?

23 De BookTok/korte videos die ik heb gemaakt zijn een goede manier om een boekverslag/presentatie te maken voor literatuur bij het schoolvak Engels.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

24 Leg je antwoord uit: waarom vind je dit (niet) een goede manier om boekverslagen/presentaties te maken voor het schoolvak Engels?

Vragenlijst: Literatuur en opdracht

Beste leerling,

Zou je nogmaals willen meewerken aan mijn onderzoek door deze vragenlijst in te vullen? De vragen gaan over de afgelopen lessen over literatuur, BookTok, en het lezen van je boek.

Deze vragenlijst is volledig anoniem en je antwoorden worden strikt vertrouwelijk behandeld. Het invullen van de vragenlijst duurt ongeveer 20-25 minuten, maar neem er vooral rustig de tijd voor. Ik stel het zeer op prijs als je de vragen zo eerlijk en volledig mogelijk beantwoordt.

Alvast hartelijk dank voor je medewerking!

Deel 1: Lezen in de vrije tijd

De onderstaande stellingen gaan over het lezen van literatuur **in je vrije tijd**. Neem daarbij de afgelopen lessen over literatuur en het boek dat je hebt gelezen zeker mee.

1 Na de literatuurlessen met verwerkingsopdracht en het lezen van een boek lees ik literatuur in mijn vrije tijd omdat ik dat leuk vind

Vraag instructies: *Kies één antwoord*

Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

2 Na de literatuurlessen met verwerkingsopdracht en het lezen van een boek lees ik literatuur in mijn vrije tijd omdat ik dat nuttig vind voor mijzelf

Vraag instructies: *Kies één antwoord*

Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

3 Na de literatuurlessen met verwerkingsopdracht en het lezen van een boek lees ik literatuur in mijn vrije tijd omdat ik dat belangrijk vind

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

4 Na de literatuurlessen met verwerkingsopdracht en het lezen van een boek lees ik literatuur in mijn vrije tijd omdat ik dit interessant vind.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

5 Leg je bovenstaande antwoorden uit: Waarom lees jij na deze lessen en het lezen van een boek wel of geen literatuur in je vrije tijd omdat je dat leuk/interessant/nuttig/belangrijk vind?

6 Na de literatuurlessen met verwerkingsopdracht en het lezen van een boek lees ik vaker literatuur in mijn vrije tijd omdat ik mijn klasgenoten dat zie doen

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

7 Waarom is het voor jou wel of niet belangrijk of jouw vrienden ook lezen?

Deel 2: Lezen voor school

De onderstaande stellingen gaan over het lezen van literatuur **voor school**. Neem daarbij de afgelopen lessen over literatuur en het boek dat je

hebt gelezen zeker mee.

8 Na de literatuurlessen met verwerkingsopdracht en het lezen van een boek lees ik literatuur voor school omdat ik dat leuk vind.

Vraag instructies: *Kies één antwoord*

Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

9 Na de literatuurlessen met verwerkingsopdracht en het lezen van een boek lees ik literatuur voor school omdat ik dit nuttig vind voor mijzelf.

Vraag instructies: *Kies één antwoord*

Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

10 Na de literatuurlessen met verwerkingsopdracht en het lezen van een boek lees ik literatuur voor school omdat ik dit belangrijk vind.

Vraag instructies: *Kies één antwoord*

Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

11 Na de literatuurlessen met verwerkingsopdracht en het lezen van een boek lees ik literatuur voor school omdat ik dat interessant vind.

Vraag instructies: *Kies één antwoord*

Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

12 Leg bovenstaande antwoorden uit: Waarom lees jij na de literatuurlessen en het lezen van een boek wel of geen literatuur voor school omdat je dat leuk/interessant/nuttig/belangrijk vindt?

13 Na de literatuurlessen met verwerkingsopdracht en het lezen van een boek lees ik literatuur voor school omdat mijn docent vindt dat ik dat moet doen.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

14 Na de literatuurlessen met verwerkingsopdracht en het lezen van een boek lees ik literatuur voor school omdat mijn vrienden dat ook doen.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

15 Leg je antwoord uit: waarom vind jij het na deze lessen en het lezen van een boek wel of niet belangrijk wat jouw vrienden doen en/of wat jouw docent vindt met betrekking tot literatuur lezen voor school?

Deel 3: Lezen en verwerkingsopdracht

Met deze vragen wil ik je nog wat specifiekere vragen stellen over het kiezen van je boek en de verwerkingsopdracht

16 De lessen hebben mij geholpen bij het kiezen van een boek om te lezen voor het schoolvak Engels.

Vraag instructies: *Kies één antwoord*

- Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

17 Leg je antwoord uit: hoe hebben de lessen jou (niet) geholpen bij het kiezen van een boek om te lezen voor Engels?

18 Het boek dat ik heb gelezen kende ik al voor ik een boek moest lezen voor Engels

Vraag instructies: *Kies één antwoord*

Ja Nee

19 Ik ben tevreden over het boek dat ik heb gelezen voor Engels

Vraag instructies: *Kies één antwoord*

Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

20 Leg je antwoord uit: waarom ben je (niet) tevreden over de keuzen van het boek dat je hebt gelezen voor Engels?

21 De verwerkingsopdracht die ik heb gemaakt is een goede manier om een boekverslag/presentatie te maken voor literatuur bij het schoolvak Engels.

Vraag instructies: *Kies één antwoord*

Helemaal mee eens Mee eens Neutraal Mee oneens Helemaal mee oneens

22 Leg je antwoord uit: waarom vind je dit (niet) een goede manier om boekverslagen/presentaties te maken voor het schoolvak Engels?

2. Lesson plans

Lesson 1

Learning objectives

- Students can explain what #booktok is and can name pros and cons of using it
- Students can write down what kind of online videos and books appeal to them and explain why

Materials

- Questionnaire 1
- PowerPoint
- Extra laptops for students who do not bring their own
- Worksheet 1: introduction to #booktok and preferences

Procedure:

- Before starting the lesson, students are asked to fill in a questionnaire about their ideas on reading books on their devices (15 minutes).
- **Activity 1:** class discussion about discovering new books on social media. What do students already know about this topic? Teacher takes notes on a whiteboard.
- **Activity 2:** Teacher introduces the concept of BookTok and explains how it works. Look at and read a news article about the topic. Teacher explains different types of videos, shows examples. Focus is on the engaging nature of TikTok and how it can be way of discovering new books and connect with other readers.
- **Activity 3:** Students are asked to use their phones to look up preselected collections of BookTok videos on a teacher account and given a worksheet to take notes on what they notice in the videos. What videos and books are of interest and why?
- **Activity 4/homework:** Students make a top 3 books that they would like to read based on the BookTok videos. They are also asked to write down what in these books appeals to them, what videos they watched to discover these books, and what made the videos interesting to them/what type of BookTok videos do they like to watch?

Lesson 2

Learning objectives

- Student can talk about their top three books with peers, explain choices & reflect based on peer suggestions
- Students can make a well thought out decision on what book to read

Materials

- PowerPoint
- Extra laptops for students who do not bring their own
- Worksheet 2: Choosing a novel

Procedure

- This lesson will be used for students to share their findings on BookTok, to explore further, and to select which book they want to read.
- Homework: Bring a completed worksheet 1 with you to class
- **Activity 1:** Form groups of about 4 students and share your answers to the questions on worksheet 1. Focus on your top 3 books, share the videos where you found the books, and discuss: what do you think these books are about? (genre, themes, for what audience etc.) Maybe one of your classmates found a book that you find more interesting than another one in your top 3.
- **Activity 2:** Reconsider your top 3 after the group discussion. Do you want to switch the order, add/remove a book? Now is your chance.
- **Activity 3:** Pick a book from your top 3 that you would like to read and is manageable within a month. Look around online to find where you can get this book: at the library, online, as an eBook etc.
- **Activity 4:** Fill out worksheet 2: picking a BookTok book. Write down the title of the book, the author, genre, where you will get the book and reflect on what it was exactly that made you pick this book.

Homework: Get the book as soon as you can and start reading. We will continue these lessons after the May break (deadline to be discussed in class) and you are expected to have finished or almost finished reading your novel by then!

Lesson 3

Learning objectives

- Students can explain the emotional journey of the characters in a novel read
- Students can describe their reading experience
- Students can visualize both the emotional journey and personal experience in a BookTok video

Materials

- Mobile phones/video cameras
- Worksheet 3
- PowerPoint

Procedure

- **Activity 1:** Introduction & recap first 2 lessons (discuss with students, 5 minutes, slides 1-6)
- **Activity 2:** Reading experience: write down on the worksheet/discuss with a neighbour (5 minutes instruction, 5-10 minutes time to write & discuss)
- **Activity 3:** Translate to video idea: write down on worksheet (5-10 minutes)
- **Activity 4:** Emotional Journey: write down on worksheet/discuss with a neighbour (5 minutes instruction, 5-10 minutes to write & discuss)
- **Activity 5:** Translate to video idea: write down on worksheet (5-10 minutes)
- **Activity 6:** Round-up lesson, take photo of worksheets so you can continue working on your videos at home (hand in worksheets) & homework

Homework: Finish filming your videos & upload to ELO

Lesson 4

Learning objectives

- Students can present their videos by explaining the emotional journey and reading experience in (more) detail
- Students can compare their videos to ones made by peers and give each other useful feedback on presentations based on content, structure, grammar & vocabulary
- Students can reflect on the things they learned about literature, reading, and themselves in the past few lessons

Materials

- PowerPoint
- Worksheet 4
- Questionnaire 2

Procedure

- **Activity 1:** form groups & watch each other's videos
 - o Write down: what do you notice about other people's videos? Do you think they are (worksheet)
 - o Are they good BookTok videos (why/not); does it motivate you to read those books? How is the quality of the presentations?
- **Activity 2:** Final worksheet questions/reflection: what did you learn about literature, what did you learn about reading novels for yourself?
- **Activity 3:** Fill in second questionnaire

3. PowerPoints



Questionnaire

Before you start:

What is literature?

Raise your hand if you want to contribute!

literature *noun*

B1

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OPAL S

/'lɪtrətʃə(r)/

/'lɪtrətʃər/, /'lɪtrətʃʊr/

[uncountable]

1 ★ **B1** pieces of writing that are valued as works of art, especially novels, plays and poems (in contrast to technical books and newspapers, magazines, etc.)

- *English/American/French literature*
- *children's literature*
- *great works of literature*
- *For most people, the desire to study literature begins with a love of reading.*

Questionnaire

Before you start:

What is literature?

Go to the link in Magister homework

Fill in the questionnaire. Please be honest & work individually!

20-25 minutes

Planning & lesson goals

- Introduction to literature & reading
- How to select a novel

After this lesson I...

- Can explain what #booktok is
- Can write down what kind of online videos and books appeal to my and explain why



What do you already know?

- Have you ever seen books being advertised on social media?
 - If so, what platforms?
- Have you ever read a novel or thought about reading a novel because you saw it online?
 - If so, what book(s) and where did you find them?
- What do you know about booktube, bookstagram and booktok?

Think for 1 minute, share with your neighbour for 1 minute → classroom discussion



Introduction to #booktok

NOS Nieuws • Zondag 21 augustus 2022, 14:31

Jongeren lezen steeds minder? TikTok biedt boekenbranche hoop

Onderzoek in UK: Book Tok krijgt Gen Z aan het lezen

The rise of BookTok: meet the teen influencers pushing books up the charts

How TikTok Became a Best-Seller Machine

#BookTok, where enthusiastic readers share reading recommendations, has gone from being a novelty to becoming an anchor in the publishing industry and a dominant driver of fiction sales.

How Crying on TikTok Sells Books

"BookTok" videos are starting to influence publishers and best-seller lists, and the verklempt readers behind them are just as surprised as everyone else.

Introduction to #booktok



"How TikTok Became a Bestseller Machine"

- Colleen Hoover
- Book sales
- Young readers
- The emotional journey
- Older books
- The Song of Achilles
- Covid-19 pandemic
- Trending titles
- Different to other forms of online marketing

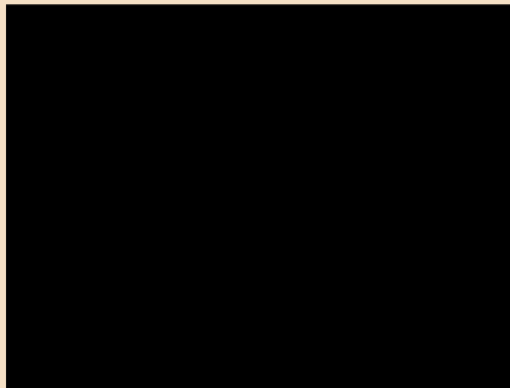


Types of booktok videos

- Recommendations
- Hauls
- Reviews
- Aesthetics
- Collections
- What else?

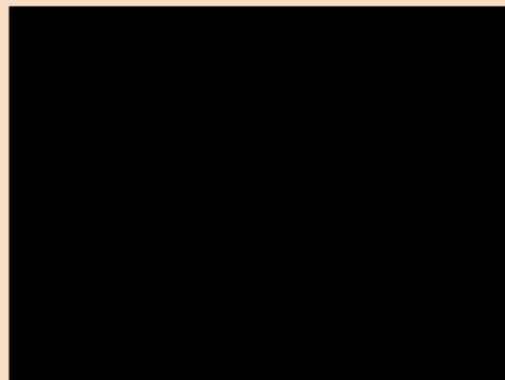
Booktok video recommendations

- Genre & themes
 - Young Adult
 - Romance
 - Fantasy/Science Fiction
 - Crime/thriller
 - Historical fiction
 - "Dark Academia"
 - "Classics worth your time"



Booktok Videos

- Lists
 - If you liked ... you should read ...
 - Top 5/10/etc.
 - My favourite books
 - Short books
 - Read this if...



Booktok video recommendations

- Emotional response
 - "Books that make you cry"
 - "Books that will shock you"
 - "Books that made me forget I was reading"



Time to go online...

1. Take out your phone & earbuds
2. To do today's homework on Magister and use the links provided to check out some good #booktok creators
3. Use the TikTok search function to look up #booktok and other related hashtags and search options, such as the video types and genres we discussed.
4. If you do not have TikTok and do not want to install it, use the links/collections provided on Magister to look at video compilations.

Look around for about 5-10 minutes. After this, go over the questions on the worksheet provided and start writing down your answers and (first) impressions

Important: Your answers on this sheet are part of the research. Even though you are asked to write down your name, your answers will be anonymised!

Homework

- Finish the questions on the worksheet & bring to class!
- Think seriously about the top 3 books you select & make sure to pick books you would actually want to read





HA English Literature part 2

Have a seat, we'll start in a few minutes!

Planning & lesson goals

- Recap last lesson
- Comparing & discussing
- Choosing & finding a novel!

After this lesson I...

- Can explain to my peers what kind of online videos and books appeal to my and explain why
- Have chosen a novel to read & know where & how to get it



What do you remember?

On your worksheet write down:

- What do you remember from #booktok from our last lesson
- What in #booktok stood out to you when completing your assignment

2-3 minutes to write this down, be prepared to share in English after



literature *noun*



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/'lɪtrətʃər/, /'lɪtrətʃʊr/

[uncountable]

1 ★ pieces of writing that are valued as works of art, especially novels, plays and poems (in contrast to technical books and newspapers, magazines, etc.)

- *English/American/French literature*
- *children's literature*
- *great works of literature*
- *For most people, the desire to study literature begins with a love of reading.*

Recap: "How TikTok Became a Bestseller Machine"

- Popular authors
- Book sales
- Young readers
- The emotional journey
- Covid-19 pandemic
- Trending titles
- Different to other forms of online marketing



Recap: Introduction to #booktok

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How Crying on TikTok Sells Books

"BookTok" videos are starting to influence publishers and best-seller lists, and the verklemt readers behind them are just as surprised as everyone else.

Group work

Form groups of about 4 students

Assignment:

- Discuss the answers you wrote down on worksheet lesson 1
- Discuss your top 3 books and show each other the videos on your laptop or phone
- Write down:
 - What stands out to you from other people's findings
 - Any books you did not find but sound interesting

20 minutes

Picking a novel to read

By now you should have plenty of suggestions to choose from so...

- Pick any book from your top 3 or today's shared novels and pick one to read
- Go online: look up where & how you can get this book
 - Ebook
 - Library (<https://www.obgz.nl/>)
 - [amazon/bol.com](https://www.amazon.nl/)

20 minutes

Homework

- Pick up your novel & start reading!
- Finish reading by Tuesday 30 May





HA English Literature part 3

Have a seat, we'll start in a few minutes!

Planning & lesson goals

- Recap last lesson
- Filming your own videos

After this lesson I...

- Can describe my personal reading experience
- Can explain the 'emotional journey' of the main character(s) in the novel I read
- Can visualise both in BookTok videos



What do you remember?

What do you remember about literature?

What do you remember about BookTok?



literature *noun*

B1

OPAL W

OPAL S

/'lɪtrətʃə(r)/

/'lɪtrətʃər/, /'lɪtrətʃʊr/

[uncountable]

1 ★ **B1** pieces of writing that are valued as works of art, especially novels, plays and poems (in contrast to technical books and newspapers, magazines, etc.)

- *English/American/French literature*
- *children's literature*
- *great works of literature*
- *For most people, the desire to study literature begins with a love of reading.*

Recap: Introduction to #booktok

NOS Nieuws • Zondag 21 augustus 2022, 14:31

Jongeren lezen steeds minder? TikTok biedt boekenbranche hoop

Onderzoek in UK: Book Tok krijgt Gen Z aan het lezen

The rise of BookTok: meet the teen influencers pushing books up the charts

How TikTok Became a Best-Seller Machine

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How Crying on TikTok Sells Books

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Recap: "How TikTok Became a Bestseller Machine"

- Popular authors
- Book sales
- Young readers
- The emotional journey
- Covid-19 pandemic
- Trending titles
- Different to other forms of online marketing



Reading experience

Think back to the expectations you had when picking this novel (worksheet 2)

Discuss with your neighbour & write down:

- What were your expectations for this novel?
- What were they based on? (videos, friends, etc.)
- Were those expectations true?
 - Why/why not?
- In 2-3 sentences write down your opinion on the novel. Did you like it & why (not)? Also mention if you finished reading the novel.
- In 2-3 sentences write down your experience reading the novel
 - E.g. was it easy or difficult, was it entertaining, was it emotional etc.?

10 minutes

Reading experience

Now think about a way to translate your experience to a BookTok video

- You may look up existing videos for inspiration
- Use your own voice or an existing sound (make sure it is in English)
- Video length: 30 seconds-1 minute
- Think about your opinion & experience, do you want to recommend the novel or not?
- It can be a review, but also be more based on aesthetics
- Write down your plan on the worksheet

Examples:

Recommendation

Before & after

Reaction

Reaction/vlog

Emotional Journey

After your journey, it is time to think about the main character(s) of your novel

- Pick 1 character from your novel
- Think about their journey; who are they at the start, middle, and end of the novel?
- Try to connect this to their emotional journey, what emotions are central to the character at different points in the novel?
- Try to find three quotes from the different parts of the novel that exemplify this

Emotional Journey

Now think of a way to translate this to a BookTube video (this might be trickier than the other one..)

- You may look up existing videos for inspiration
- Use your own voice or an existing sound (make sure it is in English)
- Video length: 30 seconds - 1 minute
- Focus on the emotional journey of the character, but you can do this in many different ways
- Write down your ideas on the worksheet

Examples:

Comparing to other novels

Using many different quotes

Use one (longer) quote

Use a sound that represents the character(s)

To Do & Homework

- Finish writing down your ideas & plans for your two videos
 - Reading experience & character journey
- Think of how & where you want to film
- You can start filming right now!
 - Ask permission if you want to leave the classroom

Take a photo of your worksheet & hand it in

Please have your videos finished no later than Friday!





HA English Literature part 4

Have a seat, we'll start in a few minutes!

Planning & lesson goals

- Recap last lessons
- Assessment
- Comparing & presenting videos
- Reflecting

After this lesson I...

- Can present my own videos about my reading Experience and characters' emotional journeys
- Can reflect on what I learned about literature



What do you remember?

What do you remember about literature?

What do you remember about BookTok?

What do you remember about personal reading experiences & emotional journeys?



literature *noun*

B1

OPAL W

OPAL S

/'lɪtrətʃə(r)/

/'lɪtrətʃər/, /'lɪtrətʃʊr/

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Assessment

Your videos & presentation are part of your literature & culture portfolio

Assessment based on these criteria:

- Did you hand everything in on time?
- Quality & creativity of your videos
- Quality of your presentation (3-5 minutes, individual)
 - Content, structure, grammar/vocabulary

Comparing & presenting

On worksheet 4, take some notes on your videos, how do you want to present them?

Work individually & in silence

5 minutes

Comparing & presenting

Form groups of 4 (preferably the same ones as in lesson 2)

1. Take turns presenting your own video
 - a. Use the guiding questions on worksheet 3
 - b. Use this as practice for your presentation next week
2. Ask questions and/or give feedback on each others videos & presentations
 - a. Is the reading experience clear from the video/presentation?
 - b. Is the character's emotional journey clear from the video/presentation?
3. Take notes on worksheet 4

15-20 minutes

Reflecting

We spend some lessons & time exploring literature, BookTok, and reading

Answer the questions on the back of worksheet 4. If you have difficulty, try formulating like this:

'Tijdens de literatuurlessen heb ik gemerkt dat/heb ik geleerd dat...'

'Door ... te lezen, heb ik ontdekt dat...'

Please explain your answer

15-20 minutes

Questionnaire

We spend some lessons & time exploring literature, BookTok, and reading

How do you feel about it all now..

Please use the link in Magister to fill in a second questionnaire, like the one you filled in before the first lesson

- Read the questions well!
- Consider the differences between reading literature in your free time & for school
- You can answer in Dutch
- Work individually
- Be honest!

Final remarks

Thank you very much for your participation

Have a nice weekend!

Image: @glitterplaatjes on Instagram

Stop met scrollen en gooi je telefoon in de hoek,



Ga in het zonnetje zitten met 'n bakkie of een goed boek.

4. Learner Reports

#Booktok: an introduction to literature



Name:

Worksheet lesson 1: Exploring #booktok

On your phone, go to the TikTok app and scroll through the #booktok. If you do not want to download the app, please inform your teacher so you can look at the collection of videos in another way. After looking around for a bit, answer the following questions. Any answers to be analysed for the purpose of the research will first be anonymized!

1. What are your initial thoughts about and impressions of #booktok?

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.....
.....
.....

2. What kinds of books or genres do you see most on #booktok?

.....
.....

3. What do you think might be some benefits of using #booktok to discover new books?

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.....
.....

4. What do you think might be some drawbacks or limitations of using #booktok for book recommendations?

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.....

#Booktok: an introduction to literature



5. What kinds of books or genres do you think might be best promoted through #booktok and why?

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6. What are some questions or concerns you might have about using #booktok for finding book recommendations?

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7. Have another look at #booktok, either the collections or search the hashtag until you find some books that you think would be interesting to read. Make a top 3 and write down the title, author, genre, and why these books seem interesting to you. Make sure to save/like the videos where you find these books!

| | Title | Author | Genre | Why did you pick this book? |
|---|-------|--------|-------|-----------------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

#Booktok: an introduction to literature



Name:

Worksheet lesson 2: Choosing your novel

By now, you should have a good impression of #booktok and have made a selection of novels that might be interesting for you to read. Please answer the questions for the second lesson on this sheet. Any answers to be analysed for the purpose of the research will be anonymized!

1. What do you remember about #booktok and the 'definiton' of literature from last lesson?

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.....
.....
.....

2. What stood out to you in your selection of #booktok

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.....
.....
.....

Next step: form a group of about 4 students who have similar interests and discuss the following questions:

3. What answers to the questions on worksheet 1 did you answer similarly?

.....
.....

4. What answers to the questions on worksheet 1 did you answer differently?

.....
.....

#Booktok: an introduction to literature



5. What books that were found in your group, that you did not write down, seem interesting as well?

.....
.....

6. Look at the answer the question 5 and your initial top three. What book do you want to read? Also write down the genre, author, and your reason for reading this book.

.....
.....
.....
.....

7. Go online and look up where you can find this book. Write down where and how you will get it.

.....
.....

8. What did you learn in this and our last lesson? Write down in a few sentences.

.....
.....
.....
.....



Name:.....

Worksheet lesson 3: Filming your own videos

By now, you should have chosen and read a book you found through BookTok. Please answer the questions for the third lesson on this sheet. Any answers to be analysed for the purpose of the research will be anonymized!

Part 1: Your reading experience

1. What is the title & who is the author of the novel you read?

.....

2. What were your expectations before reading & were they correct?

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3. What is your opinion on the novel? Did you like it and why (not)?

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4. What was your experience like reading the novel? Was it easy, emotional, entertaining etc?

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.....
.....
.....

#Booktok: an introduction to literature



5. How are you going to translate your experience & opinion (question 3+4) to a BookTok video? (Think of approach, images, sounds etc)

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Part 2: The character's emotional journeys

Pick 1 character from your novel to focus on. Make sure they change throughout the novel. Write down how & look up quotes to support this

Character: _____

| | Start | Middle | End |
|----------------------|-------|--------|-----|
| Characterisation | | | |
| Central emotion | | | |
| Central quote + page | | | |

How are you going to translate the character's emotional journey to a BookTok video? (Think of approach, images, sounds etc)

.....

.....

.....

.....



Name:

Worksheet lesson 4: Comparing, presenting & reflecting

By now, you should have created two BookTok videos of your own about the book you read, focusing on your own experience and one character's emotional journey. Please answer the questions for the fourth lesson on this sheet. Any answers to be analysed for the purpose of the research will be anonymized!

Part 1: Comparing & presenting

1. Take some time to prepare your own presentation. Take notes here as to what you want to say about both your videos that are important to know.

Video 1: reading experience

.....

.....

.....

.....

Video 2: emotional journey

.....

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.....

.....

Now, present your videos and listen to the presentations in your group

1. What stands out to you in the presentations you listened to?

.....

.....

Are there any books that you would like to read as well? What about the books or videos

2. makes you curious about those books (or not)?

.....

.....

#Booktok: an introduction to literature



Part 2: Reflecting

We spent four lessons discussing BookTok and literature, and you spent time reading a novel you found on BookTok, and eventually made your own videos. Take the time here to think back and reflect on the past couple of weeks.

1. Think about the literature lessons. What did you learn about English literature in these lessons?

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2. Think about the literature lessons. What did you learn about yourself in these lessons?

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3. Think back to the book you found and read on BookTok. Remember what it was about, your reading experience and the character you analysed. What did you learn about yourself?

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