

Univerzita Karlova

Pedagogická fakulta

Katedra anglického jazyka a literatury

DIPLOMOVÁ PRÁCE

**Developing Critical Literacy: Postcolonial Literature in English  
Lessons of Upper Secondary Schools**

**Rozvoj kritické gramotnosti: četba postkoloniální literatury ve výuce  
anglického jazyka na středních školách**

Bc. Šárka Helebrant

Vedoucí práce: Mgr. Martin Mikuláš, Ph.D.

Studijní program: Učitelství pro 2. stupeň základních škol a střední školy

Studijní obor: N AJJ (7504T213)

2021

Odevzdáním této diplomové práce na téma *Rozvoj kritické gramotnosti: četba postkoloniální literatury ve výuce anglického jazyka na středních školách* potvrzuji, že jsem ji vypracovala pod vedením vedoucího práce samostatně za použití v práci uvedených pramenů a literatury. Dále potvrzuji, že tato práce nebyla využita k získání jiného nebo stejného titulu.

Kostelec nad Černými lesy, 12. 7. 2021

I would like to express my sincere gratitude to all my teachers and lecturers at Charles University for their scholarly knowledge and enthusiasm.

My thanks go to my students who agreed to participate in the research. Without them the research would not have been accomplished.

Last but not least, I owe my family, friends and colleagues a great debt of thanks for their support and encouragement while writing this thesis, and during my studies.

## ABSTRAKT

Cílem této diplomové práce je představit využití postkoloniální literatury v rámci rozvoje kritické gramotnosti v hodinách anglického jazyka na středních školách, a zároveň zvýšení povědomí o problematice bývalých kolonií, především Jižní Afriky. Teoretická část práce se zaměřuje na současnou podobu metodologie výuky literatury, strategie čtení a kritické gramotnosti, včetně jejího vývoje a hodnocení. Teoretická část práce zároveň ustanovuje základy pro praktickou část, která se skládá z kvalitativního výzkumu, a zahrnuje vstupní test, vlastní výzkum, průběžnou reflexi a sebereflexi učitele a žáků, a závěrečný test.

Výzkum naznačuje, že je na kritickou gramotnost pohlíženo rozdílně, s ohledem na různé odborníky a další související obory. Výzkum dále ukazuje, že hodnocení kritické gramotnosti je postaveno především na domněnkách specialistů, kteří se o téma kritické gramotnosti zajímají, a proto v současné době nejsou k dispozici žádné standardizované testy, které by kritickou gramotnost měřily. V neposlední řadě výzkum ukázal, že se využití postkoloniální literatury zdá být optimálním zdrojem pro zvyšování kritické gramotnosti studentů, protože obě oblasti zahrnují stejná témata.

Tato práce prokazuje, že využití postkoloniální literatury a vhodných učebních strategií vede ke zvýšení kritické gramotnosti žáků na střední škole. Je však důležité zmínit, že několik faktorů mohlo ovlivnit výsledky výzkumu. Jednalo se především o nízký počet účastníků v samotném výzkumu, jejich slabší motivaci ke konci výzkumu, a dále spíše experimentální povahu teoretických základů, které sloužily pro přípravu vlastního průzkumu.

## KLÍČOVÁ SLOVA

kritická gramotnost, postkoloniální literatura, kritické myšlení, strategie čtení, ESL

## ABSTRACT

The thesis aims to present the use of postcolonial literature in pursuance of developing critical literacy in English lessons of upper secondary schools, together with increasing the awareness of the postcolonial world, South Africa specifically. The theoretical part of the thesis concentrates on contemporary knowledge in the field of methodology of teaching literature, reading strategies, and critical literacy, including its development and assessment. Furthermore, the theoretical section establishes the environment for the practical part, which consists of qualitative research in a Czech upper secondary school and employs pretesting, intrinsic research, teacher's and students' assessment, and final achievement test.

The research implies that critical literacy is viewed differently with respect to different experts and various fields. Furthermore, the research indicates that the assessment of critical literacy is built mainly on assumptions of the specialists interested in this field and no standardised or unified tests are available. Lastly, the research shows that postcolonial literature seems to be an optimal source for enhancing students' critical literacy since it incorporates similar themes as critical literacy.

The thesis has explained that the use of postcolonial literature and relevant teaching strategies leads to enhancing the critical literacy of students at upper-secondary school. It is plausible that a number of limitations could have influenced the results obtained. The first is the low number of participants in the study and the lack of students' motivation towards the end of the study, and the second is the rather experimental theoretical background of the research.

## KEYWORDS

critical literacy, postcolonial literature, critical thinking, reading strategies, ESL

## **Table of contents**

<b>Introduction</b>	<b>7</b>
<b>Theoretical part</b>	<b>9</b>
Critical literacy	9
Literacy, critical literacy and critical thinking	9
Critical thinking skills	13
Critical literacy themes	16
Barriers to critical thinking	17
Assessing critical literacy	19
Postcolonial literature and critical literacy in ESL classes	25
Literature as source for second language acquisition	25
Postcolonial literature in ESL classes	27
Reading strategies	29
Benefits of integrating postcolonial literature and critical literacy into ESL classes	32
<b>Practical part</b>	<b>34</b>
Research description	34
Group of students	35
Entry and final test	36
Results of the entry test	38
Lessons	50
South Africa (lessons 1 and 2)	51
Canonical and postcolonial literature (lessons 3, 4, and 5)	52
Short story (lessons 6, 7, and 8)	58
Lessons summary	62
Final test	63
Teacher's reflection	74
<b>Further research and development</b>	<b>76</b>
<b>Conclusion</b>	<b>78</b>
<b>Works Cited</b>	<b>80</b>

## **Introduction**

“Critical literacy is an active, reflective manner of reading texts in order to better understand power, inequality, and injustice in human relationships,” states Heather Coffey in her *Critical literacy*. Critical literacy is incorporated into education, and teachers and students are encouraged to encounter issues of social injustice and inequality within literary texts “in order to critique the structures that serve as norms and to demonstrate how these norms are not experienced by all members of society” (Heather, 1). This thesis aims to study critical literacy from different perspectives and use the findings of the analysis in a qualitative research measuring whether the use of postcolonial literature intensifies students’ critical literacy.

The research introduces critical literacy with respect to analysed studies by experts in the field of teaching and in the other relevant fields, and it presents the perspectives of experts from all around the world to offer an objective viewpoint. Furthermore, it introduces postcolonial literature as an optimal source for enhancing critical literacy, with respect to the concepts both critical literacy and postcolonial literature incorporate. Moreover, the research indicates that the assessment of critical literacy is built mainly on assumptions of the specialists interested in this field and suggests further practical and theoretical research within the field of critical literacy.

Therefore, the research determines whether the use of postcolonial literature and the incorporation of relevant reading strategies connected to critical literacy and critical thinking help improve the critical thinking skills and critical literacy abilities of students at upper-secondary school. As a subsidiary goal, it aims to increase students’ awareness of problems connected to former colonies, South Africa specifically.

The theoretical part is divided into three main chapters. In the first chapter, literacy, critical literacy and critical thinking are examined. Firstly, the author provides an explanation of the individual notions, and afterwards she indicates connectedness between them. Furthermore, by using a range of theoretical and practical frameworks, she introduces critical thinking skills and critical literacy themes and discusses approaches to the assessment of critical literacy. In the second part of the theoretical section, the author examines possibilities literature, postcolonial literature specifically, offers within the context of second language acquisition. Moreover, she introduces reading strategies, predominantly strategies that can be linked to critical literacy, critical thinking and teaching of postcolonial literature. The theoretical part closes with a section that is concerned with the benefits that integrating postcolonial literature and critical literacy into lessons might bring. Information from the individual sections is used as groundwork for research conducted with respect to the topic.

In the practical part, the teacher describes her research, introduces the environment of the research and presents other relevant sources she used while preparing for the project. The author provides a detailed description of the group of students she taught while conducting the research, and the individual steps the project is composed of. These include the introduction of a test used for analysing the progress of the students, results of students at the beginning of the research, description of the project with detailed characterization of the individual lessons that were taught, and summary of the lessons. Moreover, the results of the final test are presented, and followed by the teacher's reflection of the project and research.



## **Theoretical part**

The theoretical part of the thesis provides an introduction to the field of critical literacy and to postcolonial literature and their application within the English as a Second Language (ESL) classroom. The author summarizes essential foundations for the individual areas and bases her findings on discoveries and assumptions of academics specializing in the respective categories.

### **Critical literacy**

Since one dimension of the thesis is concerned with the topic of critical literacy, this chapter presents a brief description of the terms literacy, critical literacy and critical thinking. Furthermore, it outlines the existence of different literacies and shortly introduces the use of critical literacy within the teaching context. Moreover, critical thinking skills and critical literacy themes are discussed. Problematic areas connected to critical literacy, namely cognitive biases, barriers to critical thinking and the assessment of critical literacy are introduced at the end of his chapter.

### **Literacy, critical literacy and critical thinking**

To introduce the terminology, literacy itself is generally understood to mean the ability to read and write. In academic literature, different interpretations can be detected, as in *A Research Report Commissioned by Cambridge Assessment* in which the term literacy sometimes “refers only to reading, sometimes to reading and writing and sometimes, more rarely, to reading, writing and speaking and listening” (Research Report 8). The concept has evolved, and, as Renee Hobbs states, “definitions of literacy generally include the ability to use culturally available symbol systems for comprehending, composing, and sharing ideas, experiences, knowledge, and meanings” (Hobbs, 1). She

also suggests that literacy “includes the ability to decode text, to participate in meaning-making by interpreting and composing, to use texts functionally and appreciate their particular forms, structures, and purposes, and to analyze texts critically, recognizing how they represent the world in selective and incomplete ways” (Hobbs, 1).

As the understanding of literacy has expanded, the term has been applied to a broad range of subject areas. A myriad of literacies can be detected nowadays, for instance *media literacy*, *cultural literacy*, *financial literacy*, *scientific literacy*, and last but not least, *critical literacy*. As implied, the list is rather incomplete, and one can encounter other types of literacies names of which suggest the areas the individual literacies deal with; to demonstrate, financial literacy employs “the ability to understand basic principles of business and finance” (Cambridge Dictionary).

Similarly to the definition of literacy, in the literature there seems to be no widely accepted definition of the term critical literacy. Allan Luke and Karen Dooley in their *Critical Literacy and Second Language Learning* state that different versions of critical literacy have developed “since the 1980s, leading to an array of pedagogic approaches” (Luke and Dooley, 1). In general, critical literacy allows educators to exploit different types of texts in the classroom environment and support students in their ability to critique these texts from different perspectives. Furthermore, Luke and Dooley claim that these “texts are not taken as part of a canonical curriculum tradition or received wisdom that is beyond criticism” (Luke and Dooley, 1). Therefore, the teacher is given new opportunities to incorporate other, non-canonical, texts into the lessons and thus provide advanced, contemporary and unusual concepts of literature. In addition, this statement is supported in his *Theory into Practice* by Luke, who explains critical

literacy has “an explicit aim of the critique and transformation of dominant ideologies, cultures and economies, institutions and political systems” (Luke, 3). Also, he implies “as a practical approach to curriculum, [critical literacy] melds social, political and cultural debate and discussion with the analysis of how texts and discourses work, where, with what consequences, and in whose interests” (Luke, 3). Bobkina and Stefanova view critical literacy from the socio-cultural point of view and claim that “the term critical literacy was introduced by social critical theorists concerned with issues of social injustice and inequality. They were particularly worried about power structures that dominate modern society, as well as the role of education for increasing or eliminating inequalities” (Bobkina and Stefanova, 683). As can be seen, the term critical literacy is defined from many different perspectives; therefore, for the purpose of this thesis, the term will be summarized as “learning to read and write as part of the process of becoming conscious of one's experience as historically constructed within specific power relations” (Anderson and Irvine, 82).

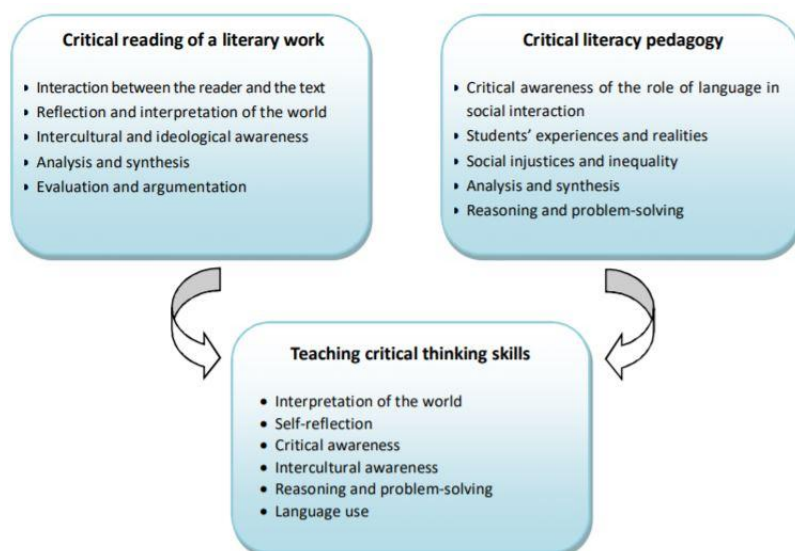
In clarifying the term critical literacy, it is important to note that it is sometimes viewed as synonymous with critical thinking. While these two concepts are closely connected, they remain distinct. With respect to the *Oxford Learner's Dictionary*, critical thinking is “the process of analysing information in order to make a logical decision about the extent to which you believe something to be true or false”. Kristi Giselsson in her *Critical Thinking and Critical Literacy: Mutually Exclusive?* study suggests that “critical thinking is a highly debated concept, both in relation to the method in which it is taught and its definition: issues which are ultimately inter-related” (Giselsson, 2). Her study concludes with three main findings. The first is that “within the relativistic framework of critical literacy, which rests on the assumption that bias is universal and

there is no universal truth, students appeared unable to judge that the presence of bias in an academic text undermined the text's credibility" (Giselsson, 7), the second finding "exposes a fundamental flaw in relativist frameworks: the logical contradiction inherent in the claim that bias is universal and there is no universal truth, which itself is a claim to universal truth" (Giselsson, 7), and lastly "the first two findings would appear to suggest that the frameworks of critical literacy and critical thinking may be mutually exclusive, given that critical thinking requires 'knowledge of the methods of logical enquiry and reasoning'", according to Glaser (qtd. in Giselsson, 7).

Although Giselsson's assumptions seem to be well-grounded, other specialists view the relation differently. For example, Taylor, Despaigne and Faez connect critical literacy and critical thinking via *critical language studies* and *critical pedagogy*, and claim that "the fusion of critical language studies and critical pedagogy occurs in pedagogical practices associated with critical literacy, when critical thinking skills informed by both of the latter are woven into school literacy activities" (Taylor et al. 9). Similar points of view are shared by Bobkina and Stefanova who identified a model of teaching critical thinking skills within which they also mention the connection to critical literacy pedagogy, as can be seen in figure1.

Figure 1

Model of teaching critical thinking skills: Reader-centered critical reading and critical literacy pedagogy



Source: Bobkina, Jelena, and Svetlana Stefanova. *Literature and Critical Literacy Pedagogy in the EFL Classroom: Towards a Model of Teaching Critical Thinking Skills*. 1 Jan. 2017, figure 2.

### **Critical thinking skills**

Although critical thinking itself dates back to the time of Socrates 2500 years ago, its popularity within the field of education is still on the rise. Critical thinking is frequently part of school curricula. Students and teachers are encouraged to develop their critical thinking skills in different educational programmes, academic literature and scholarly and popular sources as well. In 1990 a research study, known as *The Delphi Report*, was conducted by the American Philosophical Association. The Delphi experts reached a consensus regarding critical thinking and ideal critical thinkers and introduced the so-called *core critical thinking skills*. Identical categorization of skills is introduced by Iris Vardi, who calls them *generic critical thinking skills*.

Table 1

List of Critical Thinking Cognitive Skills and Sub-skills

CONSENSUS LIST OF CT COGNITIVE SKILLS AND SUB-SKILLS	
SKILL	SUB-SKILLS
1. Interpretation	Categorization Decoding Significance Clarifying Meaning
2. Analysis	Examining Ideas Identifying Arguments Analyzing Arguments
3. Evaluation	Assessing Claims Assessing Arguments
4. Inference	Querying Evidence Conjecturing Alternatives Drawing Conclusions
5. Explanation	Stating Results Justifying Procedures Presenting Arguments
6. Self-Regulation	Self-examination Self-correction

Source: Facione, Peter A. “Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction.” Nov. 1989, table 3.

As can be seen in table 1, six skills and several sub-skills are listed. According to Facione, “the examples associated with each sub-skill are intended as clarifications” (Facione, 7). In the *critical thinking (CT) cognitive skills* section we can discover *interpretation, analysis, evaluation, inference, explanation* and *self-regulation*. These individual critical thinking skills will be briefly analysed.

To begin with *interpretation*, Facione mentions that those are the skills used “to comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures or criteria” (Facione, 8) and identified the subskills of categorization, decoding significance, and clarifying meaning. As far as *analysis*, the second skill, is concerned, its purpose is “to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions or other forms of representation intended to express beliefs, judgments, experiences, reasons, information, or opinions” (Facione, 9). The sub-skills within analysis are examining ideas, detecting arguments, and analyzing arguments.

Thirdly, the *Delphi Report* proposes *evaluation* as the next CT skill. Peter Facione summarizes that evaluation is the skill that enables the students “to assess the credibility of statements or other representations which are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intend inferential relationships among statements, descriptions, questions or other forms of representation” (Facione, 9). Within the subskills, assessing claims and assessing arguments are presented. Next is *inference* as the competence “to identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to educe the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation” (Facione, 10). The sub-skills of inference are querying evidence, conjecturing alternatives, and drawing conclusions. Additionally, the skill of *explanation* is identified as the intelligence to “state the results of one's reasoning; to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological and contextual considerations upon which one's results were based; and to present one's reasoning in the form of cogent arguments” (Facione, 11). Within the sub-skills, stating results, justifying procedures and presenting arguments are defined. To conclude with the last critical thinking cognitive skill, *self-regulation* is introduced as the competence “self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis and evaluation to one's own inferential judgments with a view toward questioning, confirming, validating, or correcting either one's reasoning or one's results” (Facione, 12). This last skill conveys two sub-skills, namely self-examination and self-correction. Both the sub-skills are connected with critical thinkers themselves; they require

reflection on reasoning, meta-cognitive self-assessment and the ability to construct proper processes to correct potential problems and mistakes.

As indicated, the core critical thinking skills and sub-skills provide considerably detailed categories, although some limitations, such as the general validity of the individual sections, can lead to irrecognition of this study. Facione himself admits that “many of the CT skills and sub-skills identified are valuable, if not vital, for other important activities, such as communicating effectively” (Facione, 6).

### **Critical literacy themes**

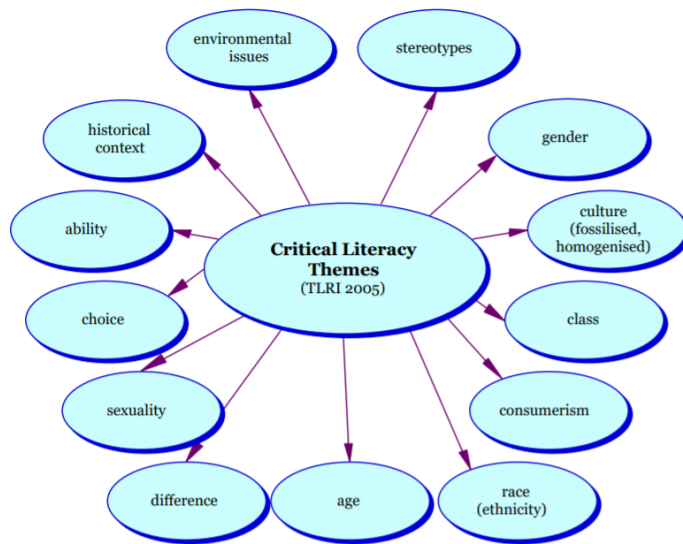
With respect to what has been mentioned, it is not only the choice of skills and phenomena used and practised within the critical literacy lessons, it is also the selection of texts that determine whether the CT projects will be successful. A key problem with much of the literature in relation to CT is that schools predominately expose their students to canonical literature; however, critical literacy themes convey an array of topics not typically found within the canon. Similarly, this explanation can be seen in *A collaborative self-study into the development of critical-literacy practices: a pilot study* in which Sandretto highlights that the appropriate choice of resources is significant from the beginning of a project. She states “not only did the teachers need to find texts that were at the appropriate level for the students, they also needed to find some that would lend themselves to critical questioning” (Sandretto, et al. 12). For the purpose of the study, “the research team used themes as one way to select a text that would lend itself to critical-literacy questioning” (Sandretto, et al. 12). As can be seen on figure 2 below, the themes Sandretto particularly acknowledges are *historical context*, *environmental*



issues, stereotypes, gender, cultures, class, consumerism, race, age, difference, sexuality, choice, and ability.

Figure 2

### Critical Literacy Themes



Source: Sandretto, Susan, et al. *A Collaborative Self-Study into the Development of Critical Literacy Practices: A Pilot Study*. Crown, 2006, figure 2.

### Barriers to critical thinking

One question that needs to be raised is whether complying with the skills, sub-skills, and thematically rich texts will allow critical thinkers to overcome possible obstacles and barriers. Roberts, Addae-Kyeremeh and Rezaie from The Open University warn postgraduate students about possible barriers to critical thinking. Overall, they summarize four main pitfalls and barriers to thinking critically; those are namely “misunderstanding” (either of the language or the process), “reluctance to critique” (the norm or the experts; the fear of being wrong), “lack of focus on detail” (having

superficial knowledge only), and “just wanting to know the answers without questioning” (Roberts, et al.).

In connection to the highlighted barriers, it is obvious that the critical thinker needs to surmount obstacles at a personal level as well. According to Roberts, Addae-Kyeremeh and Rezaie, “at a personal level, barriers to critical thinking can arise through:

- an over-reliance on feelings or emotions
- self-centred or societal/cultural-centred thinking (conformism, dogma and peer-pressure)
- unconscious bias, or selective perception
- an inability to be receptive to an idea or point of view that differs from your own (close-mindedness)
- unwarranted assumptions or lack of relevant information
- fear of being wrong (anxious about being taken out of your ‘comfort zone’)
- poor communication skills or apathy
- lack of personal honesty”.

In a like manner, Shana Lebowitz and Samantha Lee identified several cognitive biases that confuse one’s decisions, rendering critical thinking more difficult. Apart from the following, self-explanatory categories, such as stereotyping, selective perception, salience, overconfidence, they also discuss the so-called blind-spot bias, confirmation bias, conservatism bias and anchoring bias. To comment on the individual types briefly, according to Lebowitz and Lee, blind-spot bias is introduced as “failing to recognize your own cognitive biases is a bias itself”, confirmation bias is identified as one’s tendency “to listen only to information that confirms our preconceptions”, conservatism

bias occurs in situations in which “people favor prior evidence or information that has emerged”; and anchoring bias identifies people as “over-reliant on the first piece of information they hear”.

As these findings imply, critical thinkers should be able to act independently, be open-minded, be receptive to new ideas and arguments, and should support their claims with relevant information and evidence. Furthermore, when aware of the individual barriers and biases, they are disposed to surmount them.

### **Assessing critical literacy**

With respect to the *Oxford Learner's Dictionary*, assessment is “the process of testing students and making a judgement about their knowledge, ability or progress”. Sometimes, assessment and testing are used interchangeably, although some academics have objections to this suggestion. Among others, Professor Jack C. Richards implies that “a test is one form of assessment and refers to procedures used to measure a learners’ learning at a specific point in time and often involves collecting information in numerical form” and that assessment “refers to any of the procedures teachers use to do this, which may include interviews, observations, administering questionnaires and reviewing students’ work”. In general, he advises using the term assessment as a broader term that covers a wider “range of procedures than testing and includes both formal and informal measures”.

According to several sources, since the 1960s testing has been concerned with three issues, namely how to test, what to test and who the testers are. Alan Davies in his *Fifty Years of Language Assessment* highlights “the third - the *who?* - comes into prominence

only after developments of the *how?* and the *what?*” (Davies 12). Most importantly, Davies states that despite the fact some issues appear repeatedly, and are seemingly unresolved, there has been progress;

Issues such as validity and the structural–communicative debate remain. And so they should, since they are fundamental to the theory and practice of language testing. But the professionalizing of the activity with all that entails, the serious concern for ethics, the development of a research culture—these are real signs of progress, of a profession that is comfortable in its practice and alert to its shortcomings (Davies 14).

At the same time, Shohamy in her *Critical Language Testing and Beyond* cautions and adds, “tests are most powerful as they are often the single indicators for determining the future of individuals. As criteria for acceptance and rejection, they dominate other educational devices such as curriculum, textbook and teaching” (Shohamy 332). In her study she considers two perspectives, the one of educators and scientists who believe that the era of testing is over, and the one of those who believe that testing remains a vital part of the educational process. She concludes with the idea of adapting testing within the “ethicality of the profession” (Shohamy 343), using a more democratic model, and, generally, she explains that language tests “deserve to be studied, protected and guarded as part of the process of preserving, and perpetuating democratic cultures, values and ethics, as well as of quality learning. This is an important challenge for language testers, applied linguists and policy researchers in years to come” (Shohamy 343).

In addition, some studies challenge the common understanding of assessment with their hypothesis that standardized language testing adversely affects critical thinking, and promote the use of formative assessment of higher order thinking skills, among which critical literacy and critical thinking are numbered. Such opinions can be seen in Vernon G. Smith's and Antonia Szymanski's *Critical Thinking: More Than Test Scores* in which they also promote the important role of principals within the teaching-learning context; "these formative assessments will provide important feedback for teachers as they support students' development of higher order thinking skills. The principal also needs to conduct formative assessments with the teachers to determine challenges that may exist that prevent the implementation of the new questioning methods" (Smith and Szymanski 23).

These findings raise many questions regarding whether it is possible to assess critical literacy and its development. Klenner and Sandretto in their *Planting Seeds: Embedding critical literacy into your classroom programme* present an array of assessment tools that the educators may apply. When using any tool, they advise the educators to ask themselves the questions that are connected with the tool itself and its effectiveness.

#### Box 1

##### Questions to ask of any critical literacy assessment tool

1. Does this tool encourage students to consider issues of inclusion, exclusion and/or representation?
2. Does this tool encourage students to draw on their knowledge and experiences or "funds of knowledge"?
3. Does this tool support students to construct multiple meanings of the text?
4. Does this tool encourage students to consider how their analysis of the text has affected their thoughts and/or actions?
5. How does this tool position students and the teacher (expert, novice, deficit, etc.)?

Source: Sandretto, Susan, and Scott R. Klenner. *Planting Seeds: Embedding Critical Literacy into Your Classroom Programme*. NZCER Press, 2011, box 1.

Also, Klenner and Sandretto use Marie Clay's assessment method called *roaming around the known*. This procedure is "for teachers to leave their preconceptions about the (dis)abilities of a student aside as a way to get to know each student and his/her capabilities, strategies and strengths" (Sandretto and Klenner 131). In their opinion, this is the stage in which the educator provides their students with a variety of texts and observes and analyses their knowledge and capabilities. During this phase, the educators should learn the critical literacy vocabulary of their students, strategies their students use, prior knowledge they employ, types of texts they are able to inspect critically, and the dialogue skills they are able to use. Moreover, their students should be given opportunities "to respond both orally and in writing" (Sandretto and Klenner 132). Another tool Sandretto and Klenner present is an interview. In their research, they observed students' ability to recognize their progress on the basis of being able to use critical literacy for "exploring multiple viewpoints on different issues" (Sandretto and Klenner 136). Sandretto and Klenner also point to the fact that "there is surprisingly little discussion of interviews for critical literacy assessment in the literature" (Sandretto and Klenner 136), admitting that this tool has some limitations, especially the time-demanding nature of it. Furthermore, Sandretto and Klenner use their knowledge of performance assessment rubrics to propose their own rubrics for critical literacy. After the testing phase and adjustments they made, they state that they "also found that the rubric could be used to measure how students applied critical literacy strategies to a particular text, or to measure their understanding of critical literacy terms and concepts

more generally” (Sandretto and Klenner 146). An example rubric can be seen in table 2 below.

Table 2

Critical literacy rubric

Link to poster	Criteria	With support	Identifies: list, state, record	Justifies: explain, debate, “because...”	Independent able to discuss multiple texts without prompting
All readers have different knowledge and experiences they bring to texts	The student is able to recognise: <ul style="list-style-type: none"> <li>• links between text and personal experience/ knowledge</li> </ul>				
Readers will make sense of texts differently	<ul style="list-style-type: none"> <li>• multiple viewpoints</li> </ul>				
People make choices about who and/or what is included so some things and/or people may be excluded	<ul style="list-style-type: none"> <li>• occurrences of in/exclusion in the text</li> </ul>				
Choices are made about how things and/or people are represented	<ul style="list-style-type: none"> <li>• how people/ animals/topics are represented in the text</li> </ul>				
We can develop an awareness of how texts influence our thoughts and actions	<ul style="list-style-type: none"> <li>• influence of text on his/her thinking</li> </ul>				

Source: Sandretto, Susan, and Scott R. Klenner. *Planting Seeds: Embedding Critical Literacy into Your Classroom Programme*. NZCER Press, 2011, page 140.

Additional types of assessment Sandretto and Klenner present are journals, either in a dialogue, reflective or online format, (e)-portfolios, and learning stories. Sandretto and Klenner emphasize that “it is important to keep in mind that no one tool alone will suffice to capture student learning of critical literacy. Finally, it is important to

remember that regular reflection, on the part of teachers and students, will be necessary to continually revise the tools” (Sandretto and Klenner 157).

It is apparent that in terms of assessing critical literacy, it is rather challenging to construct an assessment to measure the level and the progress of it. The sources show there is no consensus with respect to assessing critical literacy. Therefore, it might be concluded that an assortment of several highly-recommended strategies and tools can be used for assessment, e.g. formative assessment and other tools borrowed from Sandretto and Klenner. Likewise, it is obvious that more research needs to be conducted within this area.



## **Postcolonial literature and critical literacy in ESL classes**

The following chapter introduces literature as a source for second language acquisition, briefly outlines its history and discusses use of postcolonial literature in ESL (English as a Second Language) classes and lessons. Furthermore, it examines relevant reading strategies that are linked to critical literacy, critical thinking and the teaching of postcolonial literature.

### **Literature as source for second language acquisition**

The history of using English literature within the educational context for English non-native learners can be traced back to the times of colonisation, when the colonisers exposed colonised countries and their indigenous inhabitants to English literature with an aim to educate both linguistically and culturally. Eric Sellin understands the event similarly and comments on other connections such as:

The overall psychology attendant upon establishment of a colonial relationship between colonizer and colonized; differences from one area to the next according to racial and administrative policies imposed by the metropolitan (or European homeland's) regimes; the perhaps poisoned gift of having been given one language by birthright and another by political and pedagogical design in which one finds oneself constrained to express feelings that might more naturally find expression in the first language (Sellin 44).

When moving in time to the late 20th century, according to Hall, “a crucial development for the role of literature in second language teaching programmes was the burgeoning of the ‘communicative’ language teaching (CLT) approach, notably from the 1980s, particularly in more privileged educational institutions, often replacing a ‘grammar-translation’ model of language teaching whose final humanistic aim was to

enable the student to read successfully the classic literature of the language” (Hall 48). Moreover, Kodama in his *The role of literature in the EFL/ESL classroom revisited: Using literature in communicative language teaching* adds that with “the rise of CLT in the 1980s, literature returned to foreign language education as an authentic material that provides a source for linguistic activities to promote communication ability and there has been a significant increase in the number of articles regarding its potential use for L2 development since then” (Kodama 53).

As far as the literature itself is concerned, in the times of colonisation only canonical pieces of literature, more specifically works from the so-called Western canon, were chosen since they provided the universal values and ideas of the English-speaking world. Similarly, literature for ESL classes continues to be chosen mostly from this canon. Consequently, Hall mentions challenges the students might encounter when exposed to non-canonical literature, namely that “readers of canonical English literary texts in an advanced foreign language class similarly report problems thrown up by dialect, informal language and non-standard forms” (Hall 117). This implies that the readers mostly expect standard language and dialect in literature and do not welcome being exposed to any features of non-standard language. Therefore, Hall emphasizes “the need for negotiation with students so that they can understand the issues in language learning and why literature reading could be an appropriate activity in language learning” (Hall 117).

The use of mostly canonical literature used to apply to curricula within the Czech upper secondary education as well as other western countries, such as Germany, Great Britain, the USA and others. Students were mostly exposed to the literature of such writers as

Shakespeare and Dickens, and their main goal was to remember the basic dates and brief information about the author and the plot of the chosen story, “which will not in any obvious way support improved use of language, which is the aim of most students on a language course. Nor, it is important to state, will such study encourage critical readings of cultural-linguistic texts” (Hall 147).

With respect to incorporating literature into ESL lessons, Mohammad Khatib, Saeed Rezaei, and Ali Derakhshan in their *Literature in EFL/ESL Classroom* identified several aspects of why literature should be part of these lessons. Those namely are *authenticity, motivation, cultural/intercultural awareness and globalization, intensive/extensive reading practice, sociolinguistic/pragmatic knowledge, grammar and vocabulary knowledge, language skills, emotional intelligence, and critical thinking*. Moreover they were able to identify several difficulties of integrating literature into ESL lessons, specifically *syntax, lexis, phonetics and phonology, semantics, selection of materials, literary concepts and notions, literature and academic language, and cultural barriers*.

It can thus be reasonably suggested that literature should be incorporated into ESL classes, and that the choice of texts matters. The same claims are made by Sandra McKay in *Literature in the ESL Classroom*; “if literary texts are to be used successfully in the classroom, they must be carefully selected and approached in a manner which promotes an aesthetic interaction between the reader and the text” (McKae 529).

### **Postcolonial literature in ESL classes**

First, the term postcolonial literature has to be defined. Professor Ato Quayson FBA from the British Academy proposes in his blog article “What is Postcolonial

Literature?” that before defining the term, one should think about the origin of the term and “how it has been used in literary criticism, from roughly the late 1980s to present times”. Afterwards, he suggests a possible working definition of the term and states that postcolonial literature “involves a studied engagement with the experience of colonialism and its past and present effects, both at the local level of ex-colonial societies and at the level of more general global developments thought to be the after-effects of empire”. Furthermore, he propounds several themes of postcolonial literature, such as “slavery, migration, suppression and resistance, difference, race, gender and place as well as responses to the discourses of imperial Europe such as history, philosophy, anthropology and linguistics”. Moreover, he appeals to describe postcolonial literature “in terms of a long process rather than a series of events, with the central impulses of this process coming from a variety of sources, sometimes outside any concern with colonialism”.

It is significant that the term, and hence the field of study, has rather a short history, and it might be the reason why mostly experiments on using postcolonial literature can be traced. Such experiments, probably among a number of others, were conducted independently by several academic groups, e.g. in Sweden, Toronto (Canada), Purdue University (Indiana, USA), Kent State University (Ohio, USA), University of Edinburgh (Scotland, UK), or University of Malang (Indonesia). Academics in the experiment reports share challenges they had to overcome while teaching postcolonial literature, teaching strategies used on an experimental level, and student involvement in the courses. Due to the insufficient amount of relevant research within this field of study, using postcolonial literature in critical literacy classes will be analysed with respect to relevant reading strategies.

## **Reading strategies**

Concerning reading strategies, predominantly strategies that can be linked to critical literacy, critical thinking and the teaching of postcolonial literature will be discussed.

Praptika Septi Femilia explains that “critical reading is the highest level of reading comprehension” (Femilia 30), and clarifies that “the critical readers have an ability to evaluate the writer’s idea within the text. They usually place themselves toward the writer’s idea based on their own experiences. They decide how to react to the text emotionally and intellectually” (Femilia 30). Also, she adds that “it can be inferred that critical reading is the highest level of reading which needs the highest order level of thinking, in which based on Bloom’s Taxonomy of level of thinking it is called as creating” (Femilia 30). Femilia builds on the information from the reports of D. David (*Critical Reading Strategies* 1998), D. A. Sousa (*How the Brain Learns to Read* 2004), and academics from Salisbury University, and presents a table of sub-skills of critical reading, as can be seen in table 3 below.

Table 3

Subskills of Critical Reading and Critical Reading Strategies Measured

Level of Comprehension	Subskills Measured	Reading Strategies Examined
Critical Reading	Separating important and unimportant information	Previewing
	Distinguishing facts and opinions	Contextualizing
	Making inferences	Questioning to understand and remember
	Making judgment about the information	Reflecting on challenges to belief and status
	Determining the writers' purpose and tone	Monitoring comprehension
	Compiling information in a new pattern	Evaluating the text
		Solving vocabulary problem
	Interpreting the text	
	Comparing and contrasting related reading	

Source: Femilia, Praptika Septi. "Critical Reading Strategies Employed by Good Critical Readers of Graduate Students in ELT, State University of Malang." *TEFLA Journal (Teaching English as Foreign Language and Applied Linguistic Journal)*, vol. 1, no. 1, Oct. 2018, [journal.umbjm.ac.id/index.php/TEFLA/article/view/196](http://journal.umbjm.ac.id/index.php/TEFLA/article/view/196), table 1.

To comment on the reading strategies examined, *previewing* is concerned with predicting the content of the text, examining the headnotes or other relevant material; *contextualizing* involves historical context, information about the author, and cultural context; *questioning* to understand and remember is simply connected to asking questions about the content; *reflecting on challenges to your beliefs and values* is linked to self-reflection and personal responses; *outlining and summarizing* challenges the ability to identify the main ideas and comment on them; *evaluating an argument* invites the readers to test the credibility and logic of the text; and *comparing and contrasting related readings* suggests using other texts to define similarities and differences between them. It is apparent that these categories are prominently analogous to the critical

thinking cognitive skills and sub-skills as introduced earlier in this thesis. This analogy shows connectedness between the two subject areas, namely critical thinking skills and reading strategies, which strengthens the credibility of both approaches.

The individual aspects will be abridged using Novita Dewi's point of view, who says that "critical reading is a high reflective skill that requires us to become a detached observer and, at the same time, engaged reader. Readers thus have to stand back and distance themselves from the text under analysis. Here, one of the aims of the analysis is to make us aware of its cultural delineations and its ideological aspects" (Dewi 209). Also, she believes that "in teaching postcolonial literature, we need to encourage the students to situate the texts discussed in regional, cultural and historical contexts as well as their aesthetic qualities" (Dewi 210). Furthermore, she explains that "it should enable students to go beyond like or dislike of the works. The students should be able to talk about what the text is, how it works through all elements thereof and what implications or good and bad effects it produces over time as it unfolds" (Dewi 210). Lastly, she concludes her study by claiming that "the goal is to make individuals truly autonomous, self fulfilled and emancipated, which indeed tally with the soul of Postcolonial writing. The teaching of Postcolonial literature should therefore generate and place the dignity of all individuals regardless of cultural, intellectual, or gender differences through active and cooperative learning" (Dewi 211).

### **Benefits of integrating postcolonial literature and critical literacy into ESL classes**

The data suggest that using critical literacy and postcolonial literature in ESL classes covers a variety of approaches and methods, and their beneficiality can be traced as well. Behbood Mohammadzadeh in his *Incorporating multicultural literature in English language teaching curriculum* identifies nine outcomes the students of such courses gain. Learners develop the ability to “demonstrate critical awareness of a range of literatures in English” and its language varieties and the competence to “understand the role of different critical traditions in shaping literary history” (Mohammadzadeh 27). Also, students “gain competence to evaluate the literary, cultural and socio-historical contexts of literary creation and reception” (Mohammadzadeh 27). Furthermore, such lessons “provide an understanding of a wide range of colonial and post-independence literatures and their social and cultural contexts”, and students can “pay particular attention to the marginalizing of the colonial world in the ‘classical’ imperial novel, and its repossession in post-colonial writing” (Mohammadzadeh 27). Additionally, students increasingly “understand the issues of women and post colonialism, transgressive writing, and the sites of colonization and their relationship to the metropolis” (Mohammadzadeh 27), and they “develop a critical awareness of the wide-ranging impacts of colonialism and how these have been treated in various periods in different types of text”. Moreover, they “acknowledge a broader appreciation of nonstandard varieties of English and other world varieties of English” (Mohammadzadeh 27), and finally, they are able to “recognize an awareness of issues related to World English’s and to the sociopolitics of English language teaching” (Mohammadzadeh 27). Correspondingly, Mona Safar Thomas believes that “teaching postcolonial literature in the language classroom can give an opportunity to teach cultural awareness and critical thinking by taking in different perspectives in order to create discussions about heated



subjects that are usually difficult to touch upon” (Thomas 27). Also, she adds that “it can also provide teachers with tools needed to include literature from outside the Western Canon and become conscious of Eurocentric tendencies, thereby challenging the depictions of some cultural groups in the Canon” (Thomas 27). Also, she states that “it can provide ways to understand how colonization has formed economic and historical truths in today’s Western society and be a valuable addition to the course material used in ELT” (Thomas 27).

## **Practical part**

### **Research description**

The research was conducted in the third grade of an upper secondary school in Prague, Czech Republic, in June 2021. The research was planned as a series of lessons with an aim to enhance students' critical literacy on the basis of postcolonial literature and its concepts. The research should have consisted of an entry test, a series of six lessons and a final test. As far as the procedures are concerned, first of all the students should have built on their prior knowledge and familiarized themselves with South Africa as a country, mainly its history and connections to the present day. Secondly, the students should have been equipped with an understanding of the terms *canonical* and *postcolonial literature*, as well as example concepts of these literatures. Lastly, the students should have read a short story written by a South-African author, "What Were You Dreaming?" by Nadine Gordimer, and should have been encouraged to use their knowledge from the previously presented areas to analyse the story with respect to them. Apart from the teaching itself, the author decided to regularly collect self-reflection from the students, as well as her own self-reflection and use it for updating the lesson plans, maximising the outcomes of the research. As has been already mentioned, the main aim of the research was to discover whether these procedures will lead to developing students' critical literacy. Moreover, subsidiary aims of the research towards the students were to increase knowledge about South Africa and expand students' basic language skills.

As far as the methods of teaching are concerned, they were based on scientific grounds the author had acquired during research for the theoretical part of this thesis and her studies at the university. The main literary sources for lesson planning she used were

Jim Scrivener's *Learning Teaching* and *Classroom Management Techniques*, H. Douglas Brown's *Teaching by Principles: An Interactive Approach to Language Pedagogy* and *Strategies for Success: A Practical Guide to Learning English*, Jeremy Harmer's *The Practice of English Language Teaching*, and Dylan William's *Embedded Formative Assessment*.

### **Group of students**

As already mentioned, the research was conducted in the third grade at an upper secondary school. The group consisted of fourteen students, two men and twelve women of the age of seventeen and eighteen. The students' level of English is at B2/C1 level, according to the Common European Framework of Reference. The author has been a teacher of this group since September 2020, with two months of face-to-face learning and eight months of distance learning. The study programme of these students provided the group with three English lessons per week, in the distance teaching period two lessons a week online and one lesson a week as a self-study task. During the school year the teacher aimed to develop students' speaking skills, their vocabulary and grammar, as well as their reading, listening and writing skills. In most of the lessons the teacher used the so-called activating methods, which included frequent pair work, group work, discussions in smaller and bigger groups, collaborative activities, and project work. Furthermore, throughout the school year, the teacher indirectly expanded students' critical thinking and critical literacy by asking for evidence and explanation of students' points of view and hence challenging their thinking.

### **Entry and final test**

One test was created to measure results of the project; the test functioned both as an entry and final test. The test was assigned at the very beginning of the research; the students were not provided with any additional information about the research or the entry test to secure the highest possible objectivity and relevance of the test. The test consisted of thirty-two questions, both closed and open, and the test itself was realized in an electronic form via Google Forms. The goal of the test was to anonymously analyse students' knowledge about South Africa, postcolonial literature, canonical literature and selected concepts that are connected with these notions, such as *discrimination*, *multiculturalism*, *prejudice* and *stereotype*, and *intercultural communicative competence*. Furthermore, the students were asked to give definitions of the terms *literacy* and *critical literacy* and to describe the difference between *to critique* and *to criticize*. As a final test it was assigned after the last lesson when the project was finished. The test can be seen in table 4 below.

Table 4

Entry and final test

## 3B\_entry test\_4/6/2021

Při odeslání tohoto formuláře byl zaznamenán respondentův e-mail (null).

1. E-mail \*

\_\_\_\_\_

2. Literature \_\_\_\_ be incorporated into lessons.

*Označte jen jednu elipsu.*

- should  
 should no

3. Why?

\_\_\_\_\_

4. In your opinion, what is the so-called canonical literature?

\_\_\_\_\_

5. Give examples of canonical writers and books.

\_\_\_\_\_

6. Should learners be exposed to canonical literature only? Why/Why not?

\_\_\_\_\_

7. In your opinion, what books should be part of the canon?

\_\_\_\_\_

[https://docs.google.com/forms/d/1uFvE6MoaT\\_4H374kxgrQJzF4v4EXDd0zD02L5Cwdt/](https://docs.google.com/forms/d/1uFvE6MoaT_4H374kxgrQJzF4v4EXDd0zD02L5Cwdt/)

2021

3B\_entry test\_4/6/2021

13. Here, you can add more details with respect to the previous question.

\_\_\_\_\_

14. Try to give definitions of the following terms: 1, literacy, 2 - critical literacy

\_\_\_\_\_

15. Try to identify some themes of critical literacy.

\_\_\_\_\_

16. Can you determine the difference between to critique and to criticize?

\_\_\_\_\_

17. Try to give definition of the following term: multiculturalism

\_\_\_\_\_

18. Try to give definition of the following term: intercultural communicative competence

\_\_\_\_\_

19. Try to give definition of the following term: prejudice

\_\_\_\_\_

20. Try to give definition of the following term: stereotype

\_\_\_\_\_

8. In your opinion, what is postcolonial literature?

\_\_\_\_\_

9. In your opinion, what themes does postcolonial literature discuss?

\_\_\_\_\_

10. If you have read a text of postcolonial literature, how did you benefit from reading it?

*Označte jen jednu elipsu.*

- very much  
 to some extent  
 a little  
 not at all  
 cannot determine  
 Jiné: \_\_\_\_\_

11. Here, you can add more details with respect to the previous question.

\_\_\_\_\_

12. When reading, \_\_\_\_.

*Označte jen jednu elipsu.*

- the reader should adopt their own point of view only  
 the reader should be influenced by the author's point of view  
 the reader should adopt point of view of the individual characters  
 Jiné: \_\_\_\_\_

1/6

[https://docs.google.com/forms/d/1uFvE6MoaT\\_4H374kxgrQJzF4v4EXDd0zD02L5Cwdt/](https://docs.google.com/forms/d/1uFvE6MoaT_4H374kxgrQJzF4v4EXDd0zD02L5Cwdt/)

5. 7. 2021

3B\_entry test\_4/6/2021

21. Try to give definition of the following term: discrimination against somebody/something

\_\_\_\_\_

22. In your opinion, how might these concepts be connected to literature?

\_\_\_\_\_

23. How might a reader benefit from reading literature that incorporates these concepts?

*Označte jen jednu elipsu.*

- very much  
 to some extent  
 a little  
 not at all  
 cannot determine  
 Jiné: \_\_\_\_\_

24. Here, you can add more details with respect to the previous question.

\_\_\_\_\_

25. Have you ever read a book that incorporates these concepts?

*Označte jen jednu elipsu.*

- Yes  
 No  
 Jiné: \_\_\_\_\_

26. How did you benefit from reading it?

Označte jen jednu elipsu.

- very much
- to some extent
- a little
- not at all
- cannot determine
- Jiné: \_\_\_\_\_

27. Here, you can add more details with respect to the previous question.

\_\_\_\_\_

28. What do you know about South Africa? Give as much information as possible. (location, history, people, culture, ...)

\_\_\_\_\_

29. In your opinion, what are the living standards in South Africa?

\_\_\_\_\_

30. Have you ever read a book written by a South African author?

Označte jen jednu elipsu.

- Yes
- No

31. What was the book about?

\_\_\_\_\_

32. How did you benefit from reading it?

Označte jen jednu elipsu.

- very much
- to some extent
- a little
- not at all
- cannot determine

33. Here, you can add any relevant comments.

\_\_\_\_\_

Obsah není vytvořen ani schválen Googlem.

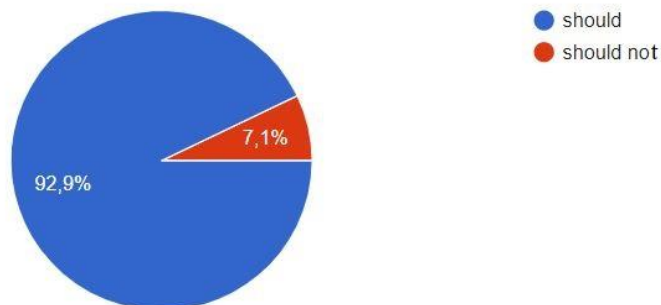
Google Formuláře

## Results of the entry test

In the first questions, asking whether literature should or should not be incorporated into lessons, 13 students agreed they should be incorporated and one student answered that they should not.

Graph 1

Literature \_\_\_\_\_ be incorporated into lessons.



Source: Entry test results, question 1

The students supported their decision with argument, including the fact they realize literature can be used for learning new and uncommon vocabulary, for development of the language and gaining new perspective, for expanding their knowledge about the culture, time period and language itself, for using it as an authentic text, and for future benefit during their school-leaving exam. One student argued that “it would be great to work with some part of well known pieces of literature, but I think it's not necessary to read whole books”.

The second question asked students to explain the meaning of the so-called canonical literature. Nine students answered that they do not know what canonical literature means, one student claimed they do not understand the question, one student described canonical literature as compulsory reading for their school-leaving exam, another one identified it as “the classic literature”, one student explained it is the literature they have to read at school and one student answered that “it is literature that we go through in schools and then we read specific books from canon to maturita”. Results of these answers are rather unexpected, since the students are in their third year, and with respect to curriculum and school programme they should be familiar with this term and the literature it covers.

In the follow-up questions, in which the students were asked to give examples of canonical writers and books, eight students were not able to answer or did not answer the question. The remaining students marked the following books and writers: Homer, Shakespeare - *Hamlet*, Hugo, Dickens, Nabokov, Fitzgerald - *The Great Gatsby* (Note: this novella was read with the class in November and December 2020), Wilde - *The Picture of Dorian Gray*, Moliere, E.A. Poe, Čapek - *Bílá nemoc*, Erben - *Kytice*. The

student's answers showed that although they were not completely certain what the term means, they were able to identify good examples of canonical literature.

In the next question the students were asked whether learners should be exposed to canonical literature only, and also, they were asked to explain why or why not. Three students did not answer the question at all, five students claimed that they do not know (either the meaning or the answer), one student explained that it “depends on what the specific books are”, one student answered “probably not” without any further explanation, and five students were able to give complex answers stating that “no, because I think that it’s not fair that somebody before decided what is good and important literature”, or “No. It should be a combination of canonical literature and something which is not that serious, something new”. Also, “No. There are more important books throughout the whole history of writing than only books in the canon”, and “I think it will be very interesting, because something what’s new now - can be one day legendary ... And we also have to talk about the literature we have now.” As can be seen, the specific answers show aspects of thinking critically, the students are able to identify the term broadly and give relevant evidence of their claims.

The following question was the last one connected to canonical literature, and students were asked what books, in their opinion, should be part of the canon. Eight students did not answer the question or stated that they did not know. One student suggested that also new books should be part of the canon, another one stated that religious or medieval literature should be part of it, and another student thought that “more books by authors from all around the world”. Similarly one student stated that there “should be the opportunity to choose one book on your own”, and lastly, one student stated that “books



(even when they did not win any prize or are not from a well-known author) that teach us about something unknown, teach us about important events or want to pass on an important message” should be included. Again, these answers imply that some students have already started considering more aspects and did not simply answer the questions for the sake of finishing it.

Next, the students were asked what, in their opinion, postcolonial literature is. Only two students answered that they do not know and one student stated they are not sure. The remaining eleven students attempted to answer the question, and their answers ranged from “something after colonies”, “books written in the last 2 centuries”, and “time after colonialism” to “I think it’s trying to show politic and social problems in each country”, “books that were written after the colonial era”, “literature where the author shows a society after it stopped being a colony”, “I think it could be literature which was written after the era of English colonization”, “books written after colonial age, after colonization” and “it’s literature written by people from formerly colonized countries”. One student claimed they are not sure but attempted to answer that it may be “literature concerning the living conditions of people in colonies”. The students’ answers indicate that even though they are not completely familiar with the term, they can deduce its meaning from the word itself, and they are also probably building upon knowledge from other subjects, such as history or geography.

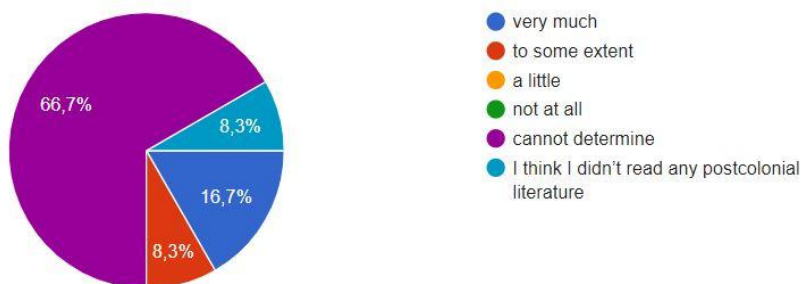
In the follow-up question students were invited to suggest themes postcolonial literature discusses. Four students stated they do not know, the remaining students attempted to answer the question and they identified politics, social problems, bureaucracy, freedom, happiness, lives of people in the colonies, colonies in general, history, race, segregation

and also “traumas from colonial age after being free or some hope about their new country” and “the problems people have because of the colonisation (politic, ethnic, social and many other problems)”. Also in this question students demonstrated their abilities to think in a global context and properly guess the themes without being assured of the meaning of the term.

Then, students were asked whether they read a postcolonial text and to what extent they benefited from reading it. Two students did not answer this question, one student stated they had not read any postcolonial text, eight students admitted they could not determine if they had, one student chose the option “to some extent”, and two students said they very much benefited from reading it. The graph can be seen below.

Graph 2

If you have read a text of postcolonial literature, how did you benefit from reading it?



Source: Entry test, question 9

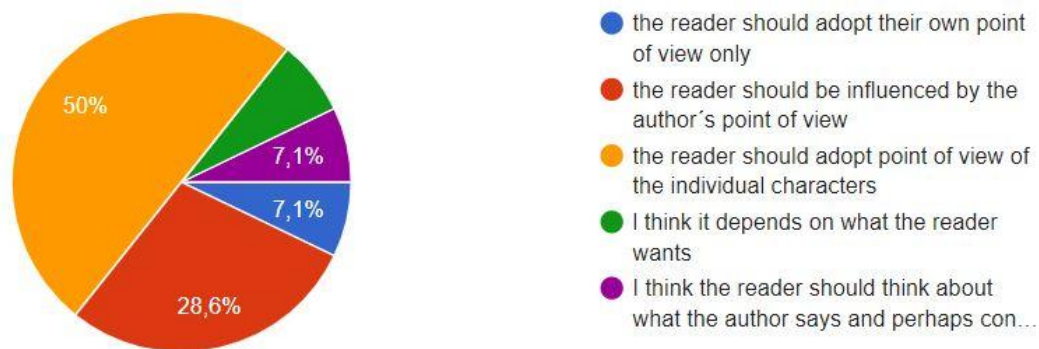
These results suggest that some students have been in contact with postcolonial literature before, and hence they can determine the extent to which they benefited from it.

The follow-up question allowed the students to add any relevant details with respect to the previous question. Only three students answered, of whom two students answered “no” and one student “as I am not sure what colonial literature is, I cannot say if I read it or not and I can't tell if I benefited from it”.

Afterwards, students were to complete a sentence with suggested options, or a possibility to add their own ending. Their responses can be seen in graph 3 below.

Graph 3

When reading, \_\_\_\_\_.



Source: Entry test, question 11

From the graph we can detect that 50%, being seven students, believe that when reading, the reader should adopt the point of view of the individual characters; 28,6%, four students, think the reader should be influenced by the author's point of view; 7,1%, one student, assumes that the reader should adopt their own point of view only; and two students decided to add their responses, particularly “I think the reader should think about what the author says and perhaps consider it but one should always be on the lookout and think critically” and “I think it depends on what the reader wants”.

Moreover, five students made use of the opportunity to add more details to their answers and claimed “you should have your own point of view because you understand the plot of the Book more correctly than”, “I think the reader should have their own point of view, but should also be influenced by the authors”, “you can see things from your point of view and it can be wrong because the author wrote it with some intentions and it could change your point of view”, “however, sometimes it depends on the type of book you are reading”, “I think that all of those answers are important - it is important to understand and spot points of view of different characters, but the same importance has adopting readers own opinion and also get influenced by the author”.

In the next question the students were asked to give definitions of the terms literacy and critical literacy. Thirteen students submitted their answers, from which seven students were able to correctly identify literacy as the ability to read and write. As far as the term critical literacy is concerned, five students were able to identify correctly that critical literacy is “more connected to analyzing the text”, “looking at things many ways, think about it more and listen what other thinks about the same thing”, “the ability to think critically”, “the ability to understand, explain and discuss the text or book, there is often hidden meaning, which should person with critical literacy detect, in my opinion it is also ability to detect fake news”, and “the ability to look on things from many points of view”.

The follow-up question allowed students space for identifying themes of critical literacy. Nine students answered, four students said they did not know and the remaining students identified poverty, social topics, criticizing political regimes, criticism of society, fake news, pride, nationalism, fear, racism, human rights and

hunger as possible themes of critical literacy. Again, the students proved they were able to detect the themes partially correctly, and these results implied the research can be based on students' prior knowledge.

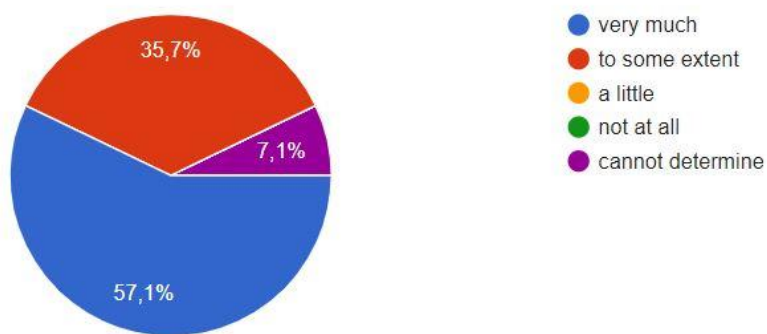
Similarly, in the next question, students were invited to determine the difference between to critique and to criticize. Thirteen students answered and six students were able to give proper definitions, which means, using the students' responses, to critique “giving an opinion with respect, telling what’s good and bad” and to criticize “finding often only the bad side of thing and not looking at the good side when evaluating”.

The following five questions were connected to selected concepts of postcolonial literature and students were asked to give definitions of these concepts. The first term was multiculturalism in which all the eleven students gave at least a partially correct definition that it is “society with a rich environment regarding the ethnicity, culture or religion of the habitants and they all live together and learn from each other”. The next concept was intercultural communicative competence. Here, five students answered at least partially correctly and claimed that it is the “ability to understand cultures and use it to communicate with people from other cultures”. Also, they were asked to define prejudice, and eleven people answered correctly that it is “judging someone or something you don't even know properly, this opinion is usually based on what you've heard or what somebody told you”. Furthermore, the next term to define was stereotype. Ten students identified it at least partially correctly. Some of them decided to give a rather general description, such as “something that had been happening repeatedly for a long time”, and some of them identified it with respect to culture and people as “something people tend to think about/judge someone for based on some feature

(religion, race, nationality)". The next term was discrimination against somebody or something, and all thirteen students explained it correctly as "excluding or not giving someone something based on things the person cannot change for example ethnicity, gender, race or sexuality". After giving definitions of these terms, students were asked to deduce how these concepts might be connected to literature. These are some of the students responses: "they are common problems and authors like to write about them in order to make people think about it", "they might be used in it or be discussed", "it is a frequent topic in literature because of the history, sadly in this century also", "the literature can show us that this is a big problem of population and we are all just people", "I think that these are quite common topics in literature", "it is a important topic and writers can express their opinions", "it is important to learn about those things so we can spread these things and well and understanding the world better and maybe from different point of view", and "these are social problems we should talk about more and do our best to prevent them". From the students' responses it can be implied that students are familiar with these topics and they understand why they are used in literature. Moreover, the students are able to perceive the benefits of using literature that incorporates these themes. Furthermore, the students were asked to what extent might a reader benefit, 57,1% of students, eight students, chose the option very much, 35,7%, five students, believe that to some extent and 7,1%, which is one student cannot determine the degree. The results can be seen in the graph below.

#### Graph 4

How might a reader benefit from reading literature that incorporates these concepts?



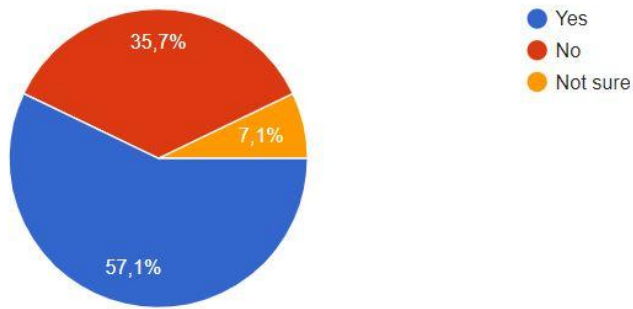
Source: Entry test, question 22

Also, the students were invited to share details with respect to this question and they said that “it can make you a nicer and educated person”, and “it could be a new point of view for the reader”. Two responses seemed a bit hesitant; the students state “I think the reader has to understand the idea of it correctly”, and “they can analyze it but not agree with it”.

The two following questions asked students about their personal experience with literature that incorporates these concepts. In graph 5 we can see that 57,1% (eight) of students have read a book that incorporates these concepts, 35,7% (five students) have not, and 7,1% (one student) is not sure.

Graph 5

Have you ever read a book that incorporates these concepts?

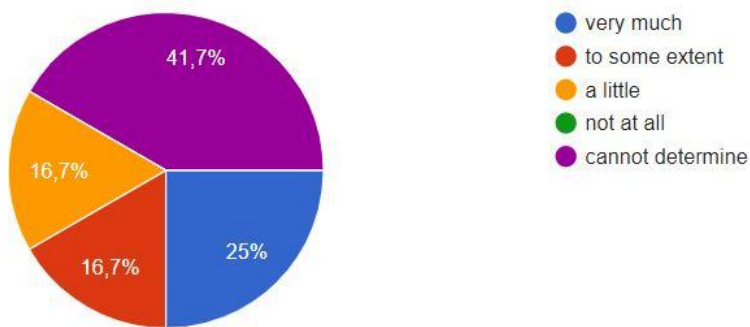


Source: Entry test, question 24

Similarly, graph 6 shows the extent to which students believe they benefited from reading literature that incorporates these concepts. 41,7% (five) of students cannot determine, 16,7% (two students) claim they benefited a little, 16,7% to some extent and 25% (three students) believe that very much.

Graph 6

How did you benefit from reading it?



Source: Entry test, question 25

Some students shared more details in the following questions and they stated for example “I could see how people viewed a specific minority at a particular point in history” or “it made me think about how lucky I am”. This data indicates that although



the students are able to analyse the concepts, they are not aware of the benefits knowledge of these themes might bring. We might assume that it is due to lack of discussion over these topics or the low number of occurrences within their studies.

The remaining questions were connected to South Africa. First, the question of what they know about South Africa and to give as much information as possible was posed. One student decided to not answer this question, the remaining answers ranged from the more superficial ones such as “hot climate”, or “they speak Spanish, have an interesting history” to more complex ones such as the ones who mentioned colonization, poor living standards, civil wars, violent history and racial issues, different culture, low educational rate, discrimination, and slavery. This question was directly connected to the following one that asked about the living standards in South Africa and what the students know about them. Here, some students mentioned the living standards are “bad” or “not very good”, “different from ours”. Some students mentioned extremes and that “some people live in poverty and others have a lot of money”, and others assume the living standards are “not so good, but there are, of course, some locations where people's living standards are better”. Overall, these answers imply students are quite familiar with the situation in South Africa and they have a general picture of the country's culture.

The very last four questions asked the students whether they have read a book by a South African author, what the book was about, how they benefited from reading it, and to add details. All the students stated they have not read such a book before the test, hence before the research itself.

In general, the collected data showed general knowledge of the themes covered, gave an overall outline of students' ability to approach these themes, and provided the teacher with information of what students already knew and what needed to be presented in the lessons.

### **Lessons**

In this section, the content of the individual lessons will be described. The lesson plan was divided into three main sections, part 1 (lessons 1 and 2) were concerned with familiarizing students with South Africa generally, part 2 (lessons 3 and 4) were concerned with canonical and postcolonial literature and their concepts, and part 3 (lessons 5 and 6) focused on reading the short story and its analysis with respect to information gained in the previous parts. After each of the parts, students were asked to fill in a self-reflection form, which helped the teacher comprehend how students perceived the individual topics and to what extent they understood them. It also allowed her to adjust the plan to students' needs and expectations. Furthermore, the forms helped students process the information gained, even though they were not introduced to this possibility and supposed they served the need of the teacher only. In the self-reflection form the students answered the following questions: 1. What are your first thoughts about this project? Are they mostly positive or negative?, 2. If positive, what comes to your mind specifically? Negative?, 3. What were some of the most interesting discoveries you made while working on this project? About the problem? About yourself? About others?, 4. What were some of your most challenging moments and what made them so?, 5. What were some of your most powerful learning moments and what made them so?, 6. What did you learn were your greatest strengths? Your biggest areas for improvement?, 7. What class activities or assignments help you learn

the most?, 8. What do you believe the teacher could have done differently to help you learn this objective easier?, 9. What is one thing the teacher did for this objective that you really liked?, 10. How did I help you today? How did I hinder you? What can I do tomorrow to help you more?, 11. How did you help the class today? How did you hinder the class today? What can you do tomorrow to help other learners more?, 12. What surprised you today?, 13. What is the most important thing you learned today?, 14. What do you want to learn more about?, 15. What made you curious today?, 16. What can you do with what you know?.

### **South Africa (lessons 1 and 2)**

During the first two lessons the students discussed South Africa as a country. In the first activity, students were asked to brainstorm what areas might one want to learn about when familiarizing themselves with a country. The students identified the following areas: everyday issues, history, cities, population, race, politics, nature, language, religion, culture, education, location. After that, the teacher divided the students into groups of three and one group of four and the students were assigned to find relevant information regarding these components. In each of the small groups there was one notetaker and the rest of the students were researching relevant information on recommended websites, namely relevant pages of the South African Government websites ([www.gov.za/about-sa](http://www.gov.za/about-sa)) and Encyclopedia Britannica ([www.britannica.com](http://www.britannica.com)). The students were given 20 minutes to prepare their research. Next, the students presented their findings and the whole class was asked to make notes.

The second lesson opened with a retrieval practice in which students used their wipe boards to note what they remember from the previous lesson. Since two of the areas,

traditions and sights, were not presented in the first lesson, the students presented them after the retrieval practice. Then the teacher asked the students to work in pairs and discuss the following questions: 1. What did life in South Africa look like before colonisation?, 2. Why is Christianity so spread in South Africa?, 3. In your opinion, why did the Dutch and the British colonise South Africa?, 4. What did colonisation look like? Take into account the point of view of the indigenous people and the whites., 5. It is said that colonisation was rather easy, can you think of any reasons?, 6. Can you name some positives and negatives of colonisation?, 7. Slaves were taken to South Africa, can you guess why and from where?. All the questions were connected with the areas presented within the previous and current lesson. After pair discussion, students were challenged to share their point of view in a group discussion. For some of the questions, students needed the teacher's support; those were specifically questions number 4 and 5. At the end of the lesson, the teacher decided to provide the students with pictures to show the living conditions of the whites and the blacks in South Africa and to allow the students to better understand the current situation. The pictures can be found at <https://www.huffpost.com> in an article "Aerial Photos Capture Just How Differently The Rich And Poor Live".

### **Canonical and postcolonial literature (lessons 3, 4, and 5)**

As it has been mentioned, the second part of the project focused on canonical and postcolonial literature. The third lesson opened with a discussion that was partially based on their previously gained knowledge, and partially enhanced their critical thinking. This opening discussion was led according to the rules of the think-pair-share method. Next, the students were asked to match chosen concepts with their definitions. Again, they were offered time to work individually first, check in pairs and then check

with the teacher. Activity 2 was directly connected to activity 3 in which the students read a poem written by an African author. The follow-up exercise focused on interpretation of the poem and its analysis with respect to the concepts that were presented in the previous activity. Furthermore, the students were asked if they can assume who the author of the poem is and support their claims with evidence from the poem. The individual activities and questions can be seen in table 5, which is the worksheet students were provided with during the lesson.

Table 5

Lesson 3 worksheet

**Activity 1**

*Based on your previously gained knowledge, answer the following questions:*

1. What literature was spread in the former colonies? Why?
2. What concepts does this literature usually introduce?
3. Can you think of any biases in this literature?
4. What do we call this type of literature?
5. Can you give examples of this literature?
6. In your opinion, what is postcolonial literature?
7. What concepts does this literature introduce?

**Activity 2**

*Match the concepts with their definitions*

1. binary opposition	A. politically as well as culturally the _____ and the _____ are represented as the colonizer and the colonized
----------------------	---

2. other and self	B. a group of people who spread from one original country to other countries, or the act of spreading in this way
3. centre and periphery	C. a system in which a country rules other countries, sometimes having used force to get power over them
4. slavery	D. the principle of contrast between two mutually exclusive terms which argues that the perceived binary dichotomy between civilized\ savage has perpetuated and legitimized Western power structures favoring "civilized" white men
5. migration	E. the act of ending something by force; the act of preventing something from being seen or expressed or from operating
6. suppression	F. a spatial metaphor that describes and attempts to explain the structural relationship between the advanced or metropolitan ‘ _____ ’ and a less developed ‘ _____ ’ , either within a particular country, or (more commonly) as applied to the relationship between capitalist and developing societies
7. resistance	G. the process of people travelling to a new place to live, usually in large numbers
8. diaspora	H. the act of fighting against something that is attacking you, or refusing to accept something
9. imperialism	I. the activity of legally owning other people who are forced to work for or obey you

**Activity 3**

**1. Read the poem**

THE CATHEDRAL

On this dirty patch  
a tree once stood  
shedding incense on the infant corn:  
its boughs stretched across a heaven

brightened by the last fires of a tribe.

They sent surveyors and builders

who cut that tree

planting in its place

A huge senseless cathedral of doom.

---

**Glossary**

- to shed - to lose a covering, such as leaves, hair, or skin, because it falls off naturally, or to drop something in a natural way or by accident
  - incense - a substance that is burned to produce a sweet smell
  - bough - a large branch of a tree
  - surveyor - a person whose job is to measure and record the details of areas of land
- 

**2. Describe the poem using your own words**

**3. Analyse the poem with respect to the concepts in activity 2**

**4. In your opinion, who is the author of this poem? Support your opinion with evidence from the poem.**

After lesson 3, the plan for the second part of the project had to be adjusted based on students' self-reflection forms in which some of them stated that they would prefer to learn something about the everyday lives of people living in South Africa and to learn something about people from Africa in general. Therefore, the teacher decided to use Chimamanda Ngozi Adichie's TedTalk called "The danger of a single story".

The fourth lesson opened with an activating exercise, in which half of the students were asked to look up the meaning of the verb *to critique* and half of them the verb *to criticize*. Then they were asked to share the meanings in heterogeneous pairs. Afterwards, the class discussed which activity is used in which situation and, also, which activity we should apply when we are exposed to new topics, as with respect to our project, and which we had used when analysing the poem in the previous lesson. After the discussion, the students were asked to watch the TedTalk and to make notes, to write down their inner thoughts and feelings while watching the video. Then the

students shared their notes and feedback in pairs and, finally, in a group discussion. Moreover, in the follow-up discussion, the teacher highlighted some passages from the TedTalk to check whether the students understood the content in an expected way and asked additional questions, namely 1. Did the previous lesson and knowledge you gained help you in understanding this TedTalk?, 2. Did you activate any concepts mentioned in the last lesson?, 3. Did the video help you to better understand the project?. In this discussion, some students highlighted the concept of stereotypes, which was mentioned in the TedTalk as well. The teacher elicited the meaning of stereotypes from the students and added that the concept will be discussed in more detail during the following lesson.

As far as lesson 5 is concerned, it opened with a “sorting game”. For that lesson the students asked the teacher to spend it outside, and the teacher used the opportunity at the beginning of the lesson and asked students with blue eyes to sit next to her and people with brown eyes to separate themselves from the blue-eyed ones. This activity should allow the students to experience stereotypes and prejudice in a safe environment. Once the students were separated, the teacher asked them why she had decided to split them and also whether they could make any assumptions about the second group. The students themselves very quickly realized that this activity was intended to help them encounter stereotypes and discrimination towards another group. Next, the students were asked to share their feelings from this activity. They were also encouraged to share any relevant stories from their lives with similar context. Since some of the students had been absent during the previous lesson, the attendees were asked to briefly share the content of the previous lesson, to summarize the message of the TedTalk and present the concepts introduced. Furthermore, the students were provided with a new worksheet



and asked to match another set of concepts with their definitions. The concepts can be seen below in table 6.

Table 6

Lesson 5, matching activity

<b>1. Match the following concepts with their definitions</b>	
prejudice	the ability to read and write; knowledge of a particular subject, or a particular type of knowledge
stereotype	treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, sex, sexuality, etc.
discrimination	harmful or unfair things that people say, do, or think based on the belief that their own race makes them more intelligent, good, moral, etc. than people of other races
literacy	the belief that different cultures within a society should all be given importance
colourism	the ability to communicate effectively and appropriately in various cultural contexts
racism	an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge
multiculturalism	a learning approach where students are expected to examine various texts to understand the relationship between language and the power it can hold; refers to the process of becoming aware of one's experience relative to power relations, often realized through reading and writing
intercultural communicative competence	dislike and unfair treatment of the members of a particular racial group who have a darker skin colour than others
critical literacy	a set idea that people have about what someone or something is like, especially an idea that is

	wrong
--	-------

In the last part of the lesson, the students were asked to discuss in pairs whether they have ever encountered these concepts in their everyday lives, and how important, in their opinion, being familiar with these topics is.

### **Short story (lessons 6, 7, and 8)**

In the last part of the project, a chosen short story was presented to the students. At the beginning of lesson 6, the teacher asked the students to recall what had been discussed during the previous lesson. Again, the teacher used the think-pair-share method, and at first allowed the students to recall it individually, then share their remembrance in pairs, and finally participate in a group discussion. After that, the teacher asked the students to discuss in pairs whether when reading a story or a book, knowing information about the author and the era it was written in is relevant. In a follow-up group discussion the students agreed that at least basic information should be shared and, hence, the teacher provided basic information about the author, Nadine Gordimer. Then, the teacher provided the students with a close reading chart (chart in table 7 below) and explained that the chart can be used, but does not have to in case the students do not find it helpful, for making inference and arriving at a deeper understanding of the story. Also, she explained how to work with the chart and how it would be used for reading the story.

Table 7

## Close Reading: Developing New Understandings Chart

### Close Reading: Developing New Understandings

1. I will look for \_\_\_\_\_.
2. I will then make **logical inferences** based on the evidence.
3. I will then take the **next step**. I will think about the piece of evidence's *purpose*, its *significance*, and/or its *function*.
4. Finally, I will develop a **new understanding** of the idea/issue/topic based on my close reading of the text.

What it says <b>Evidence or Quote</b>	What it means <b>Logical Inference</b>	Why it matters <b>Significance</b>

**Remember:**

**New Understanding:**

It is important to develop *ideas* about the text, not just collect quotes.

Source: Adapted from Education Oasis <http://www.educationoasis.com>

Once the students were familiar with the chart, the teacher distributed copies of the short story “What Were You Dreaming?”, and the class started reading it together. Only the first two paragraphs were read during this lesson. Students re-read the individual paragraphs twice, stopping after each of the paragraphs to analyse it with respect to the concepts presented in the previous stages of this project, and to specify the meaning of some vocabulary (e.g. skolly). After finishing the two paragraphs, the students were asked to fill in their close reading charts. At the end of the lesson the students were assigned to read the story by the next lesson. Note: there was one extra lesson in between this sixth lesson and the following, seventh one. The extra lesson will not be marked and counted as a lesson from the project; in this substituted lesson students were provided time to read the stor.

The last lesson was a double session; therefore, they are numbered as lessons 7 and 8. Lesson 7 opened with a retrieval practice of the concepts presented throughout the project; the online tool Quizlet was used for this purpose and three rounds of the game were played, with a follow-up feedback of frequently misinterpreted and confused phrases. For this lesson, revision of the story and related discussion questions were prepared. Although the students were given enough time to read the story, only three students managed to read the whole story, so the teacher had to put the students into balanced groups with always one person who had read it in its entirety. At first, the students were asked to summarize the content of the story and to share what passages they had found significant, possibly to use their close reading chart. After the initial discussion in small groups, the students shared their findings with the other groups in a whole class discussion. Afterwards, the students were divided into two groups for a discussion in the so-called Socratic Circle, using the Fishbowl method, as can be seen

for example in Matt Copeland's *Socratic Circles:Fostering Critical and Creative Thinking in Middle and High School*. Five students were seated in a circle in the middle of the room and were assigned questions for discussion. The remaining five students were asked to create a bigger circle around the inner one and to listen carefully to what the students in the "fishbowl" discussed. They were also instructed to pay attention not only to the content of their contributions but also the way the students interacted. These students in the inner circle were provided with the following questions: 1. What do we learn about the hitchhiker's life and family and working circumstances including his past?, 2. What is the reason the hitchhiker - even if he does not quite lie - bends the truth a little when he talks with the two whites about his life and family?, 3. Into which groups were people categorized under the apartheid system? Why does the hitchhiker speak badly about black people?, 4. In which tense are stories usually told? What is the main tense in the story? What is the effect of that?, 5. Why was this particular story chosen?. After the discussion finished, the students from the outer circle were asked to share their feedback; as instructed, they commented on the relevance of their classmates' contribution, the level of their participation and interaction. The students from the inner circle were also allowed space for sharing their experience. Most of them stated that the discussion was not as unpleasant as they had expected and that they could see the benefits of being observed, since they had tried to make their contributions more relevant and overall "try more".

In lesson 8, the Socratic Circles changed, and the students who were previously in the inner circle were now put in the outer circle and vice versa. The second group was provided with different questions for discussion, namely: 1. Was the hitchhiker the only person the two whites took?, 2. Why is it so difficult for the hitchhiker to get a lift?, 3.

Where was the woman in the car from and why did she know so much about local culture?, 4. Why does the hitchhiker want the whites who gave him a lift to like him?, 5. Look at the title and interpret it in the context of the story. Who might be meant by “you”?. The whole procedure was identical to the one from lesson 7, and the students received the same instructions. After the discussion, time for feedback and reflection was provided. The students claimed that the advantage of trying this method was experiencing being both in the inner and the outer circle. They stated that they had enjoyed the discussion and that seeing other students discussing was inspirational and motivational. After these group discussions, the teacher provided the students with a set of final questions, and the students contributed in an open discussion. Those questions were: 1. What have you learned from the story you did not know before reading the story?, 2. Why do whites have prejudice about black people and the black people have prejudice about white people?, 3. Is it a real story?, 4. Was the used language helpful for tuning in to the story/storyteller?. The students were able to analyse and evaluate the text. Interestingly, some of them said that the text itself was quite complicated to read. Although they are B2+ students, they at first had struggled with reading it, but then, according to their discussion, they were able to identify the pattern and it was easier later.

### **Lessons summary**

The teacher used a variety of methods to maximize outcomes of her research, namely self-evaluation, feedback, peer-feedback, think-pair-share method, Socratic Circles, discussions, pair work, group work, whole class discussions, and aspects of formative assessment. Though not originally planned, the teacher taught eight lessons, one extra lesson was added for reading the story, and two more lessons were implemented for the

entry and final test. Overall, the research covered eleven forty-five minute lessons plus extra time for self-reflection forms, which is estimated to be an extra sixty minutes in total.

With respect to the theoretical part of this thesis, from the critical thinking skills and sub-skills (Facione's framework), the teacher directly implemented five of them; self-regulation was enforced indirectly in the individual discussions, in which the students could use their self-examination and self-correction. With respect to critical literacy themes (Sandretto's theory), the following were included: stereotypes, gender, culture, class, race, age, difference, choice, ability, and historical context. Regarding the critical reading strategies (Femilia's study), previewing, contextualizing, questioning to understand and remember, reflecting on challenges to belief and status, monitoring comprehension, evaluating text, and interpreting text were used.

### **Final test**

For the objectivity of the research, the entry test was used as a final test as well. This strategy allows us to compare the input and output data. Unfortunately, the test was submitted by only eight students; the remaining four students decided not to take the test.

In the first questions, asking whether literature should or should not be incorporated into lessons, all the students agreed they should be incorporated. When compared to the input data, in the final tests the students mentioned mainly the competence of general knowledge, of developing their critical thinking and learning about "different cultures,

religions, countries, historic periods”, and expanding their vocabulary and language competence as well.

The second question asked students to explain the meaning of the so-called canonical literature. In the entry test, only four students were able to at least partially define the term. In the final test, all the students were able to describe it.

In the follow-up questions, in which the students were asked to give examples of canonical writers and books, in the entry test Homer, Shakespeare - *Hamlet*, Hugo, Dickens, Nabokov, Fitzgerald - *The Great Gatsby* (Note: this novella was read with the class in November and December 2020), Wilde - *The Picture of Dorian Gray*, Moliere, E.A. Poe, Čapek - *Bílá nemoc*, Erben - *Kytice* were mentioned. In the final test, all the students answered the question and besides the already mentioned authors and books they added Austen, Pushkin, Dostoevsky, Scott, Hemingway (*The Old Man and the Sea*), George Orwell (*1984*), Alighieri (*Divine Comedy*) and *Pride and Prejudice*, Martin Eden, *The Catcher in the Rye*, and the Bible.

In the next question the students were asked whether learners should be exposed to canonical literature only, and also, they were asked to explain why or why not. Again, all students answered the question, one of them believes that “it is essential in order to comprehend what is deemed as exemplary. Perhaps you could compare it to religion. It is important to understand how it works so you get the idea of the people's mindset (no matter the past or the present) and it is not necessary to be religious”. Others suggested that the canon should be more “ varied and less monotone”, and that “reading different books can help to think about things or cultures differently”. Additionally, they think that



“students also need to read something which is fun for them, something modern, new, without any need to analyze what it means and what did the author want to tell. Reading should be fun, too.” Some students stated that other books are “good and imporant” and should be part of the canon. One of the students thought that learners should be exposed to canonical literature only.

The following question was the last one connected to canonical literature and students were asked what books, in their opinion, should be part of the canon. All the students answered the question, but one student answered they did not know. The rest of the students suggested that historical books, drama, books “about diverse topics that give us new historical context, by authors from different countries” and books that “teach us about important historical periods or about important thoughts or force us to think about serious topics or force us to think about the world in general” should be a part of the canon. One student suggested one piece of writing directly, *The Boy at the Top of the Mountain* by John Boyne, and supported the choice by stating that “it says a lot about how a person (especially as a child) can be influenced by people around them”. One student believes that the canon is sufficiently good in its current form, and one student suggested that “the canon definitely lacks many important women authors and authors of color”. The variety of answers show that the students activated their critical thinking skills, and in many cases, they were able to support their claims with evidence.

Next, the students were asked what, in their opinion, postcolonial literature is. All ten students were able to answer the question. The answers showed a variety of perspectives. Some students simply claimed it is the literature connected to colonisation and the era after it, and some students were able to identify some of its themes, such as

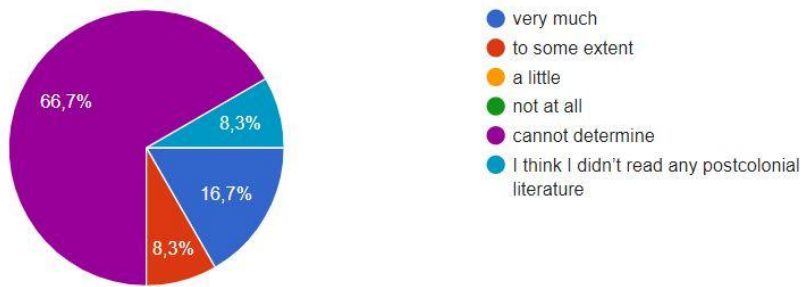
“It is literature written by authors who are trying to show the suppression colonized countries went through”.

In the follow-up question students were invited to suggest themes postcolonial literature discusses. Also this question received replies from all the students, and they submitted the following themes: inequality, racism, the living conditions, culture, history, traditions, social issues, colonialism, trade, suppression, slavery, multiculturalism, riots, poverty, discrimination, consequences of colonisation, oppression, civil wars, financial problems, regimes, negative impacts of colonization, such as “destroying the native culture, how poorly the indigenous people were treated by the colonists”. These contributions show that the students were able to gain knowledge in this field.

Then, students were asked whether they had read a postcolonial text and to what extent they benefited from reading it. When comparing the data from graph 2 (the entry test) and graph 7 (the final test), it is obvious that more students were at least able to determine the answer. Overall, 33% of students (3 students) believe that they benefited very much from reading postcolonial literature, 44% (4 students) stated that to some extent, and 22% (2 students) claim they benefited a little. One student did not answer the question. The comparison can be seen in graphs 2 and 7 below.

#### Graph 2

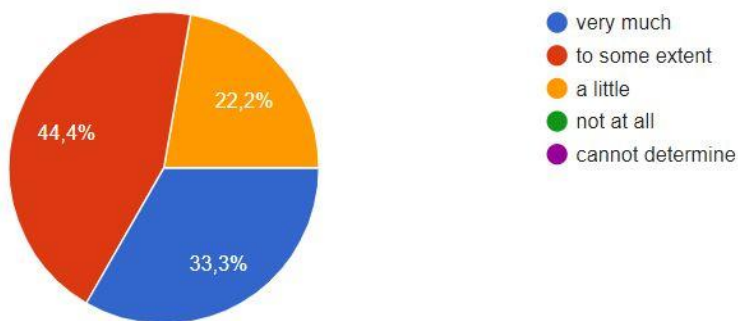
If you have read a text of postcolonial literature, how did you benefit from reading it?



Source: Entry test, question 9

Graph 7

If you have read a text of postcolonial literature, how did you benefit from reading it?



Source: Final test, question 9

The follow-up question allowed the students to add any relevant details with respect to the previous question. Similarly to the entry test, only three students answered; one student described the story they read during the project, one student stated they were “able to better understand how the blacks were treated by whites” and one student responded that they “would say that I benefit from it very much but sometimes I did not understand everything or I just did not get everything so I did not use the full potential so I would say to some extent. And I think when reading too much postcolonial literature it can get repetitive but that depends very much on the author and the stories the person chooses”.

Afterwards, students were to complete a sentence with suggested options, or a possibility to add their own ending. Their responses can be seen in graph 8 below.

Graph 8

When reading, \_\_\_\_\_.



Source: Final test, question 11

To compare the data, in the entry test 50% students chose that the reader should adopt the point of view of the individual characters, and in the final test it was 30% of students. 20% stated that the reader should be influenced by the author's point of view (28,6% in the entry test). One student (10%) believes the reader should adopt all the mentioned points of view. One student stated that "the reader should be vigilant, think about what they read and alternatively apply the author's/characters' point of view". Another one claimed that the reader should use "common sense". Yet another student believed that "the reader should be influenced by the author's point of view and by the points of view of characters but then forming their own opinion", and one student thought it depends on the type of literature that is read. In the follow-up question, in which the students could add more details to the previous one, some of them claimed it is important to be aware or influenced by many points of view. One student concluded

the topic with “in some cases (f.e. fantasy, romance novels,...) it is best to adopt the point of view of the individual characters, however, referring to postcolonial literature, it is beneficial to the reader to find out information about the author to know where they were coming from”. Also, these answers indicate that the project work broadened the student’s horizons, and during the final test they were able to give more complex answers and also showed their ability to think about their answers more.

In the next question the students were asked to give definitions of the terms literacy and critical literacy. Eight students submitted their answers, from which all of them at least partially responded correctly. To use their responses, literacy is “the ability to read and write” and critical literacy is “the ability to think about the things we read (books, articles), being able to discuss them and critically forming our own opinion on them”.

The follow-up question allowed students space for identifying themes of critical literacy. Seven students answered and identified the following themes: age, gender, sexuality, race, environment, social matters, social problems, discrimination, punishment, culture, race, stereotypes. When compared to the entry test, it seems the students were able to mention fewer topics, but when the number of contributions and the scope is taken into account, it is obvious the students were able to recognise a wider variety of the themes.

Similarly, in the next question, students were invited to determine the difference between *to critique* and *to criticize*. Nine students responded, and all of them were able to give proper definitions, which were, using the students' responses, to critique is to give “a feedback on something, it can be positive or negative but the author can benefit

from it” and to criticize is “ to look for mistakes in everything with no intention to help someone - it's not useful at all”.

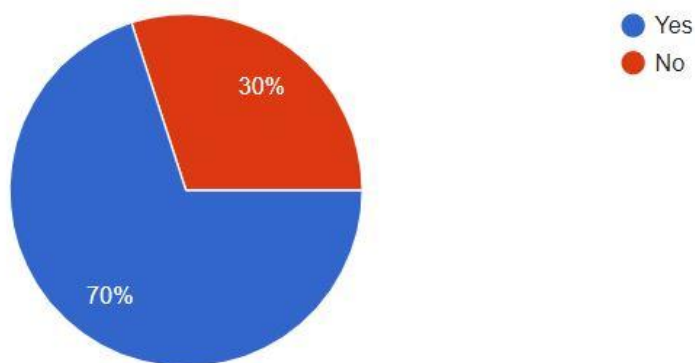
The following five questions were connected to selected concepts of postcolonial literature and students were asked to give definitions of these concepts. The first term was multiculturalism in which all nine students gave at least a partially correct definition, being it connected to “people of different ethnic and cultures living peacefully together in one place and making a very diverse environment”. The next concept was intercultural communicative competence. Here, eight students answered at least partially correctly and claimed that it is the “the ability to communicate with people from another culture, understand them and respect them”. Also, they were asked to define prejudice, and ten people answered correctly that it is “a common belief that someone is supposed to look somehow, behave in some way, which is usually not true and based mostly on what we've heard or been told. Mostly negative”. Furthermore, the next term to define was stereotype. Nine students identified it at least partially correctly, as a term “similar to prejudice, fixed idea of someone (based on a certain feature)”. The next term was discrimination against somebody or something, and nine students answered and explained it correctly as “an act of not treating someone the same because of its race, nationality, financial status, gender or sexuality. It can be seen as not getting the same opportunities in life, being treated poorly or having lower salary and many more”. After giving definitions of these terms, students were asked to deduce how these concepts might be connected to literature. These are some of the students’ responses: “they can be incorporated into the story and discussed in the piece for example when such problems concern the main characters”, “these concepts can help us picture what life looked like in colonies”, “these are common problems that authors like to write

about in order to do something with it”, “those concepts are very important in the world and almost everyone anywhere on the world can somehow relate to them. Also, even though they are very essential people do not realize and do not think about those concepts, authors are trying to spread awareness about those topics this way and people might start to think about them more”, “in my opinion, they are often used in literature, esp. historical, postcolonial, psychological”. These answers again show that the students are able to use the knowledge experienced and learned in this project to examine the questions in more detail. Furthermore, the students were asked to what extent might a reader benefit from reading literature that incorporates these concepts. 60% of students, six students, chose the option very much, 30%, three students, believed that to some extent, and 10%, which is one student believes that a little. Also, the students were invited to share details with respect to this question, and they said that students “maybe learn how the author felt about them” and that they are incorporated to “help understand it”.

The two following questions asked students about their personal experience with literature that incorporates these concepts. This data might be skewed since not all the students finished reading the short story. In graph 9 we can see that 70% (seven) of students have read a book that incorporates these concepts, and 30% (three students) have not.

#### Graph 9

Have you ever read a book that incorporates these concepts?

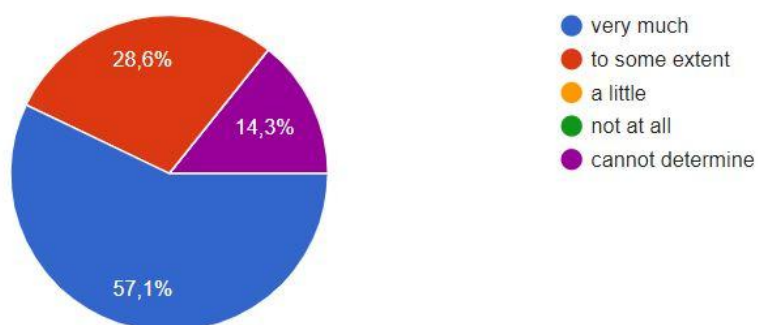


Source: Final test, question 24

Similarly, graph 10 shows the extent to which students believe they benefited from reading literature that incorporates these concepts. 57,1% (four) claimed that very much, 28,6% (two students) claim they benefited to some extent, and 14,3% (one student) cannot determine.

Graph 10

How did you benefit from reading it?



Source: Final test, question 25



Two students shared more details in the following questions, and they stated for example “many books incorporate these concepts but without us knowing sometimes because sadly these concepts are very normal in everyday life. For example, when reading *The Great Gatsby* at school we could notice the discrimination of Afro-Americans, women or the differences between the rich and the poor”, or “the book *Brave New World* incorporates the idea of discrimination the author mentions a group of people who are different from the rest, therefore, they are held in a specific area and viewed rather as animals than people”. This shows that these two students were able to match their knowledge with their prior knowledge and the books they had read in the past.

The remaining questions were connected to South Africa. When compared to the entry test, the students gave more complex answers in the final one. The students were able to recall that it is a former colony (mentioned both the Dutch and British colonisation), a place of suppression of races and multiculturalism, its connection to apartheid and Nelson Mandela, Christianity and other religions, its high number of official languages, main cities, national parks, and the differences between the poor and the rich. This question was directly connected to the following one that asked about the living standards in South Africa and what the students know about them. Here, one student answered they do not know. The remaining seven students contributed differently, for example: “they are very different for people from individual classes, the whites usually have more opportunities”, “it depends where and who you are. Coloured people live in the worst conditions, for the blacks the standards are a bit better and for whites they're pretty good”, “I would say that even now after apartheid not being a thing anymore, there are still big differences between rich and poor. But I discovered that a big percent

of people here is Christians, they have many official languages, the crime rate is very high but the towns are very developed and similar to ours in Europe. Also, the environment here is very multicultural”, “it depends on the amount of money a person has and also their ethnicity” and that “the poor live in slums and they are mostly black, the rich live in expensive houses and are mostly white”.

The very last four questions asked the students whether they have read a book by a South African author, what the book was about, how they benefited from reading it, and to add details. Again, the data is skewed, since only three students read the whole story. And this is what the test showed as well. The three students described the book by a South African author this way: “What were you dreaming by Nadine Gordimer. It was a everyday story about a hitchhiker from South Africa and the story was about a very normal everyday situation but it shows the problems in South Africa”, “experience of people living in SA, they experienced things such as prejudice, stereotypes.... discussed earlier”, “about a black man who gets a lift from two white people”. Those students also stated that they benefited from reading the story to “some extent”. One student also used the following question to add details. This student explained they would need the story to be longer and more explanatory and descriptive to better understand the whole message.

### **Teacher’s reflection**

In the reflection, the author - teacher will describe the following areas: selected group, timing of the research, content of the research and the lessons, and professional development.

To begin with an opinion on the selected group, the teacher believes that the group was well chosen. The students were mentally and cognitively mature enough to understand this complex topic. Furthermore, their level of English was satisfactory and English, as the students' second language, could be used throughout the project.

As far as the timing of the research is concerned, the timing was not optimal. Due to the tightly scheduled thematic plan of the group, the research could be held at the end of the school year, and this is usually the period of the year in which students rather lack motivation to participate in any projects. This year, the students were also significantly exhausted from the amount of work they had received during the distant learning period and had to take many tests during the period the research was conducted. It also affected the attendance rate and the students' willingness to prepare themselves, as could be seen, for example, when being asked to finish reading the story. Moreover, since the research was conducted at the end of the school year, it was not possible to increase the number of the lessons.

With respect to the content of the research and the lessons respectively, the teacher believes she managed to adjust the content of the lessons as much as possible based on the feedback she received during the research. She regularly read the students' self-evaluation forms to incorporate their ideas into the plans. Furthermore, she tried to vary activities in the individual lessons, incorporated online tools, video, different genres of literature, and various types of discussion formats. Apart from that, she was able to create a safe environment in which the students were not afraid to share their point of view, and were assured to be heard even in case their opinion did not comply with the rest of the group.

Finally, yet importantly, the teacher believes the project and research provided her with the opportunity for further professional development. In connection to this, the teacher benefited mostly with respect to the areas of time management and classroom management, which in the long term the teacher perceives as challenging and important areas for development. Moreover, the teacher verified her speculations of students' motivation by grades, which were not applied during this project. Because the students' grades had been finalised, the students' interest decreased even more.

### **Further research and development**

The aim of this thesis was to analyse whether use of postcolonial literature can enhance students' critical literacy. During the research it has been shown that critical literacy itself is a rather broad term and scientists view it from different perspectives, also with respect to other terms, such as critical thinking. As far as the teaching strategies are concerned, the studies revealed there is no unified approach to assessing critical literacy and the studies are based on experiments and experimental approaches.

Therefore, as far as further research and development are concerned, it would be vital if the research in these fields continued both on the theoretical and practical level. With respect to the practical point of view, the suggested method is to prepare a complex programme for students, similar to the one that has been presented in this study, and use sample groups of students from all around the world, of the same age, and assess their input and output knowledge. Most importantly, the involved teachers should be provided with a unified methodology for teaching the programme, to collect relevant and objective data. Such research should be prepared with the help of experts from

corresponding fields, such as cognitive and developmental psychology, and specialists in English Language Teaching.

Regarding the theoretical level of the research, the field of critical literacy would be more accessible if the term and connected notions were more accessible and the terminology was unequivocal. For that reason, a worldwide conference might be held in which experts would participate in discussions to reach a consensus to approach the term supporting their consent with evidence from relevant fields of study. Similarly, the conference would be beneficial for the teachers of critical literacy as well, since it would provide them with more information and inspiration for incorporating critical literacy into their lessons.

As far as the research presented in the thesis is involved, if the teacher were to repeat the project, she would aim to integrate it not at the end of the school year, which would provide her with more time for the possible extension of the research and most probably more focused students. With respect to the assessment test, the teacher might incorporate more questions about critical literacy and also incorporate a few self-reflection questions into the final test. Regarding the research itself, it could be recommended that the research was performed on students of the same group age at a different type of school or alternatively on a group of younger students at the same school. This would presumably reveal whether the success of applying critical literacy is connected to a certain age group or background in students' education.

## **Conclusion**

The aim of this thesis was to analyse the field of critical literacy and study whether use of postcolonial text in ESL lessons can enhance critical literacy of students at upper-secondary school. The collected data displayed progress in students' knowledge of relevant concepts connected to the individual topics and exposed students' ability to apply their critical literacy skills when analyzing and evaluating the presented texts and to link theoretical knowledge of the concepts with the texts they were analysing.

The theoretical part of the study provided an overview of the terms employed, namely critical literacy, literacy in general, and critical thinking skills. The author considered relevant sources to closely analyse areas connected to these major concepts and introduced critical thinking skills and critical literacy themes. Moreover, she commented on possible barriers to critical thinking and challenges in assessing critical literacy. Furthermore, the use of critical literacy was discussed in connection with the educational environment, and suitable reading strategies were introduced. The theoretical part was also concerned with the use of literature, namely canonical and postcolonial literature in ESL classes. Finally, the theoretical part concludes with the benefits of integrating postcolonial literature and critical literacy into ESL classes.

In the practical part, conducted research was presented. The individual steps of the research were described in detail, the group of students who were involved in the research was profiled, and an assessment tool, a test, was specified. The research itself consisted of an entry test, a series of lessons taught and a final test. The improvement of students' ability to apply their critical literacy was measured in the tests as well as continuously during the project via self-reflection forms. The results of the project

showed that the students' knowledge in the field of postcolonial literature and South Africa was enriched. Also, as the project progressed, the students' capability of applying critical literacy skills was growing; their responses were more complex, and they were able to use the theoretical concepts they have acquired to support their claims.

Furthermore, areas for further development were suggested. Professionals should consider the arrangement of global studies with a large number of students. Future research is needed in the theoretical field as well. Therefore, a suggestion for a conference in which critical literacy should be examined by experts from different fields to interpret the term comprehensively and to provide the teachers with objectives for incorporating critical literacy into their lessons was proposed.

Overall, the research implies that critical literacy, although studied by experts in teaching and in the interconnected fields, is viewed differently with respect to these individual fields, and, therefore, a more complex approach is needed. This thesis presented the perspectives of experts from all around the world to offer an objective viewpoint. Furthermore, the research indicated that the assessment of critical literacy is built mainly on assumptions of the specialists interested in this field and no standardised or unified tests are available. Lastly, the research and study showed that postcolonial literature seems to be an optimal source for enhancing students' critical literacy since it incorporates similar themes as critical literacy and its authenticity is valued as well.

## Works Cited

- Aegerter, Lindsay Pentolfe. "A Pedagogy of Postcolonial Literature." *College Literature*, vol. 24, no. 2, 1997, pp. 142–150.,  
[www.jstor.org/stable/25112303#metadata\\_info\\_tab\\_contents](http://www.jstor.org/stable/25112303#metadata_info_tab_contents).
- Anderson, Gary L., and Patricia Irvine. "Informing Critical Literacy with Ethnography." *Critical Literacy: Politics, Praxis, and the Postmodern*, edited by Peter L. McLaren and Colin Lankshear, NY: SUNY Press, 1993, pp. 81–104.
- Bobkina, Jelena, and Svetlana Stefanova. *Literature and Critical Literacy Pedagogy in the EFL Classroom: Towards a Model of Teaching Critical Thinking Skills*. Studies in Second Language Learning and Teaching Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz, 1 Jan. 2017, <https://files.eric.ed.gov/fulltext/EJ1134497.pdf>.
- Brown, Douglas H. *Strategies for Success: a Practical Guide to Learning English*. Longman, 2002.
- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman, 2015.
- Brown, Kristine. *Developing Critical Literacy*. Macquarie University, 2014.
- Chambers, Ellie & Gregory, Marshall. (2006). Teaching and Learning English Literature. Marshall W. Gregory. 10.4135/9781446215241.
- Chowdhury, Kanishka. "Teaching the Postcolonial Text: Strategies and Interventions." *College Literature*, 19/20, no. 3/1, 1992, pp. 191–194. JSTOR,  
[www.jstor.org/stable/25112000](http://www.jstor.org/stable/25112000). Accessed 14 Jan. 2021.



- Coffey, Heather. "Critical Literacy." *Learn NC*, 2009.
- Copeland, Matt. *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School*. Stenhouse Publishers, 2005.
- Davies, Alan. "Fifty Years of Language Assessment." *The Companion to Language Assessment*, edited by Antony John Kunnan, first ed., John Wiley & Sons, Inc., 2014, [onlinelibrary.wiley.com/doi/epdf/10.1002/9781118411360.wbcla127](http://onlinelibrary.wiley.com/doi/epdf/10.1002/9781118411360.wbcla127).
- Dewi, Novita. "Teaching Postcolonial Literature: The 'Know – What', the 'Know – How' and the 'Know-Why.'" 2009.
- Facione, Peter A. "Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction - The Delphi report" Millbrae, CA: California Academic Press, Nov. 1989.
- Failasofah, Failasofah. "Assessing Students Critical Literacy Capacity: Feasible or Impractical?" *Advances in Social Science, Education and Humanities Research (ASSEHR)*, vol. 82, 2017, doi:10.2991/conaplin-16.2017.55.
- Fairclough, Norman. *Critical Language Awareness*. Routledge, 2014.
- Femilia, Praptika Septi. "Critical Reading Strategies Employed by Good Critical Readers of Graduate Students in ELT, State University of Malang." *TEFLA Journal (Teaching English as Foreign Language and Applied Linguistic Journal)*, vol. 1, no. 1, Oct. 2018, [journal.umbjm.ac.id/index.php/TEFLA/article/view/196](http://journal.umbjm.ac.id/index.php/TEFLA/article/view/196).

- Giselsson, Kristi. "Critical Thinking and Critical Literacy: Mutually Exclusive?" *International Journal for the Scholarship of Teaching and Learning*, vol. 14, no. 1, 2020, doi:10.20429/ijstl.2020.140105.
- Goldblatt, Patricia F. "Experience and Acceptance of Postcolonial Literature in the High School English Class." *The English Journal*, vol. 88, no. 2, 1998, p. 71., doi:10.2307/821693.
- Gordimer, Nadine. "What Were You Dreaming?" *Jump and Other Stories*, PICADOR, Farrar, Straus and Giroux, 2012.
- Hall, Geoff. *Literature in Language Education*. Palgrave Macmillan, 2015.
- Harmer, Jeremy. *How to Teach English: an Introduction to the Practice of English Language Teaching*. Longman, 1998.
- Hobbs, Renee. "Literacy." *Wiley Online Library*, 3 Mar. 2016, onlinelibrary.wiley.com/doi/epdf/10.1002/9781118766804.wbiect162.
- Keown, Michelle. "Teaching Postcolonial Literature in an Elite University: An Edinburgh Lecturer's Perspective." *Journal of Feminist Scholarship*, vol. 7, no. 7, 2014, pp. 102–109., digitalcommons.uri.edu/jfs/vol7/iss7/10.
- Khatib, Mohammad, et al. "Literature in EFL/ESL Classroom." *English Language Teaching*, vol. 4, no. 1, 2011, p. 201., doi:10.5539/elt.v4n1p201.
- Kodama, Keita. "The Role of Literature in the EFL/ESL Classroom Revisited: Using Literature in Communicative Language Teaching." *CiNii(Scholarly and Academic Information Navigator)*, doi:10.15088/00000365.

Lebowitz, Shana and Samantha Lee. *20 Cognitive Bias that screw up your decisions*.

Businessinsider.com, 26 Aug. 2015,

[www.businessinsider.com.au/cognitive-biases-that-affect-decisions-2015-8](http://www.businessinsider.com.au/cognitive-biases-that-affect-decisions-2015-8).

Lehner, Edward, et al. "Measuring the Effectiveness of Critical Literacy as an

Instructional Method." *Journal of College Literacy and Learning*, vol. 43, 2017,

[academicworks.cuny.edu/bx\\_pubs/22](http://academicworks.cuny.edu/bx_pubs/22).

McKay, Sandra. "Literature in the ESL Classroom." *TESOL Quarterly*, vol. 16, no. 4,

1982, p. 529., doi:10.2307/3586470.

Mohammadzadeh, Behbood. "Incorporating Multicultural Literature in English

Language Teaching Curriculum." *Procedia - Social and Behavioral Sciences*,

vol. 1, no. 1, 2009, pp. 23–27., doi:10.1016/j.sbspro.2009.01.008.

Quayson, Ato. "What Is Postcolonial Literature?" *The British Academy*, Jan. 2020,

[www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/](http://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/).

Richards, Jack C. "Difference Between Testing and Assessment." *Professor Jack C.*

*Richards; The Official Website of Educator & Arts Parton Jack C. Richards*, 13

Sept. 2016, [www.professorjackrichards.com](http://www.professorjackrichards.com).

Roberts, et al. "Succeeding in Postgraduate Study." *OpenLearn*, The Open University,

2016, [www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=64740&ion=1](http://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=64740&ion=1).

Sandretto, Susan, et al. *A Collaborative Self-Study into the Development of*

*Critical-Literacy Practices: a Pilot Study*. Crown, 2006.

Sandretto, Susan, and Scott R. Klenner. *Planting Seeds: Embedding Critical Literacy*

*into Your Classroom Programme*. NZCER Press, 2011.

- Scrivener, Jim. *Classroom Management Techniques*. Cambridge, 2012.
- Scrivener, Jim. *Learning Teaching*. 2nd ed. Macmillan, 2005.
- Sellin, Eric. "Reflections on Linguistic and Literary Colonization and Decolonization in Africa." *Studies in 20th Century Literature*, vol. 15, no. 1, 1991, doi.org/10.4148/2334-4415.1264.
- Shohamy, Elana. "Critical Language Testing and Beyond." *Studies in Educational Evaluation*, vol. 24, no. 4, 1998, pp. 331–345., doi:10.1016/s0191-491x(98)00020-0.
- Signell, Andreas. *An Argument for a Postcolonial Canon of Literature for Upper-Secondary Schools in Multicultural Sweden; Course Book Analysis and Didactic Questions Regarding the Teaching of Literature in the English Subject*. AKADEMIN FÖR UTBILDNING OCH EKONOMI Avdelningen För Humaniora, 2016.
- Smith, Vernon G., and Antonia Szymanski. "Critical Thinking: More than Test Scores." *International Journal of Educational Leadership Preparation*, vol. 8, no. 2, 2013, www.ncpeapublications.org/attachments/article/565/Smith\_Final.pdf.
- Tahmas, Mona Safar. "English Language Teaching and Postcolonial Literature; How and Why Jamaica Kincaid's A Small Place Can Be Used in the Language Classroom in Sweden." *University of Gothenburg Library, University of Gothenburg*, 2015, gupea.ub.gu.se/handle/2077/41794?locale=en.
- Taylor, Shelley K., et al. "Critical Language Awareness." *Scholarship@Western*, Education Publications, 2017, ir.lib.uwo.ca/edupub/51/.

Vardi, Iris. *Developing students' critical thinking in the higher education class.*

Milperra, NSW: HERDSA, 2013.

Vasquez, Vivian Maria, et al. "Critical Literacy as a Way of Being and Doing."

*Language Arts*, vol. 96, no. 5, May 2019.

Wiliam, Dylan. *Embedded Formative Assessment.* Solution Tree Press, 2018.

*What Is Literacy? An Investigation into Definitions of English as a Subject and the*

*Relationship between English, Literacy and 'Being Literate,'* Cambridge

Assessment, 2013, <https://www.cambridgeassessment.org.uk/>.