

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