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PŘEDSTAVENÍ NEW ENGLISHES SKRZE LITERATURU V HODINÁCH ANGLICKÉHO JAZYKA

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Thesis

EXPLORING NEW ENGLISHES THROUGH LITERATURE IN EFL CLASSROOM

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ABSTRACT

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This thesis deals with the topic of introducing New Englishes to basic school learners through literature. New Englishes are an essential part of modern English education and the curricular documents of the Czech educational system allude to the inclusion of the topic several times. However, the reality at schools is often different. The theoretical part of this thesis explores New Englishes, the curricular documents of the Czech educational system at the national level (Framework Education Programme), and the use of literature in English education. The second part of the thesis describes the action research conducted at a basic school. The research was realized by the means of two questionnaires and a lesson designed in accordance with the theoretical findings from the first part of the thesis. The questionnaires explore the learners' attitudes to the topic and the use of literature in introducing New Englishes. Based on the results of the research, it is concluded that the learners find the topic of New Englishes interesting and relevant to their language education. It is further inferred that the means of literature provide a challenge for the learners, as they are not used to working with literary texts in English.

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I. INTRODUCTION

Studying English today, in the modern globalised world, presents a new, unique challenge to the learners. Every day, they come into contact with many distinct varieties of English, spoken in different countries and cultures across the world. English is a language with the most speakers worldwide, primarily as a result of British colonialism and the spread of the language throughout the whole British Empire, and later through the use of English as the main language of international trade and politics. However, not all speakers use English as their first language and the different varieties in the world have quite distinct features. Therefore, the focus of English language education on a native-like proficiency in the British or American variety is an obsolete concept which is not of much use to speakers in the cross-cultural environment, who will rarely come into contact with a native speaker of these varieties. However, many schools in the Czech educational system are still strongly focused on these varieties and the numerous New Englishes which exist around the world are not mentioned at all in general education, even though, as we will see below, the curricular documents include several allusions to multiculturalism and cultural differences, among which language varieties belong.

This thesis aims to answer the research question, "How can literature be used in the EFL classroom to introduce the topic of New Englishes to learners?" It uses materials developed around a literary work, the graphic novel *New Kid* by Jerry Craft, to teach learners about New Englishes through the medium of literature. Literature, as an authentic material, allows learners to glimpse into the lives of people who live in different cultural and sociolinguistic environments and helps learners to understand the thoughts and beliefs of characters from diverse backgrounds. It has numerous other benefits for which it should be included in education, including the development of literacy and reading comprehension skills. The thesis employs action research to answer the research questions and discover whether the topic of New Englishes can be introduced through literature.

The Theoretical Background chapter begins with an overview of New Englishes and their occurrence in English education. It presents information about the different varieties of English and the reasons for the current predominance of the English language worldwide. The chapter further established that the situation of New Englishes in education is not good—there is a lack of suitable materials and strategies for introducing the topic to learners. Therefore, the next part of the theoretical chapter explores the issue within the context of Czech education—particularly it focuses on Czech curricular

documents at the national level, the *Framework Education Programme for Basic Education* (MŠMT, 2007). The curricular documents offer many opportunities for the inclusion of the topic, as they concern themselves with themes such as multiculturalism. Further, the Theoretical Background chapter also deals with the topic of literature in education. In the past years, the use of literature has been declining, with more focus on communicative skills. However, as many authors point out, literature offers opportunities to explore different linguistic contexts, see how characters communicate and code-switch in English, and it also allows us to glimpse into diverse cultures. The theoretical chapter also presents different models of working with literature and their benefits, and comments on the advantages of using graphic novels as authentic materials in lessons, because they teach visual literacy skills aside from the usual reading skills and competencies.

The practical part of the thesis presents the results of the action research conducted at Základní škola Blovice in the eighth grade of basic education. The research was designed as two questionnaires, pre-survey and post-survey, and one lesson, taught using the first chapter of the novel New Kid to present information about the topic of New Englishes to learners. The lesson was taught by the author of this thesis who had also prepared all the materials and other tools which are included in the Methods chapter. The results obtained from these tools, the questionnaires, the lesson tasks, and the individual work of the learners, are included in the chapter Results and Commentaries. The last chapter, Implications, discusses the pedagogical implications of the research for both teachers and learners, points out the limitations of the research and suggests further research in the area as a continuation of the action research cycle.

II. THEORETICAL BACKGROUND

The theoretical chapter focuses on three general areas that are explored and linked together to form the basis for the research question of how to introduce the topic of New Englishes through the use of literature in EFL classroom, and, additionally, whether such an approach is suitable for this topic. The chapter presents an overview of New Englishes, their history, importance and impact, as well as their inclusion in education and the problems connected to the fact that different standards are used worldwide. The chapter further explores the curricular documents of the Czech education system, in particular the Framework Education Programme and how the topic of New Englishes is included in the curriculum. Lastly, as the research design is centred around the use of literature, this chapter also presents an analysis of the use of literature in education, its historical context and specifics, with a section dedicated to the use of graphic novels.

The theoretical chapter aims to explore these three areas and link them together in a manner that creates a foundation for practical research and provides essential information for the exploration of the research question. The theoretical chapter seeks to connect the curricular documents and the use of literature to the topic of New Englishes so that education of the particular topic through literature can be explored. The first section we focus on is the area of New Englishes. We explore the history of New Englishes, their creation and spread over the world, as well as their status in the current globalised society. Furthermore, this section briefly outlines the situation concerning New Englishes in education.

New Englishes

This section of the theoretical chapter focuses on an overview of the New Englishes. Aside from defining the term "New Englishes", it examines the history of the spread of English worldwide, the current state of the use of English worldwide and the specifics and implications of a single dominant global language serving as a lingua franca. In the last decades, English has become so widespread that the native-speaker model of learning is no longer accurate and does not meet the communicative needs of current English learners. Moreover, the status of New Englishes in classrooms is also explored to lead into the second section of this chapter, which focuses on curricular documents.

What are New Englishes?

Unlike most languages, especially in Europe, which exist in the strict confines of a 'national language', that is, only speakers of a certain nationality or ethnicity use them daily, there are more non-native than native speakers of English (Kirkpatrick, 2010). In the last four centuries, the number of English speakers rose from five to seven million to possibly even two billion (Jenkins, 2015). More than half of these speakers have not learned English as their first language and use varieties of English which are not commonly included in current English language education.

Whereas in the sixteenth century, English was spoken mostly by native speakers from the British Isles (Jenkins, 2015), today it is common to encounter English speakers in the whole world. English had primarily spread due to the colonial influence of the British Empire and remained an important language in its former colonies even after their fight for independence. Nowadays, the majority of English speakers do not use English as their first language (L1); the ratio is estimated to be three L1 English speakers to four L2 English speakers (Jenkins, 2015). Because of this phenomenon, the position of native speakers of English has changed and lost some of its prestige (Kirkpatrick, 2010).

Historically, the spread of English started with the migration of British English speakers to North America, Australia and New Zealand (Jenkins, 2015). The varieties spoken in these regions today have evolved and incorporated elements of indigenous languages such as those of the Native American, Aboriginal or Maori populations (Jenkins, 2015). Therefore, they differ from British English in some linguistic features. Gradually, the settlers from North America spread into Canada and the Caribbean (Jenkins, 2015). The second wave of the dispersal of English started in Africa. In West Africa, English was introduced through the slave trade, while in East Africa, it was mainly the effort of various explorers (Jenkins, 2015). Gradually, English continued to spread in South Asia, Southeast Asia, East Asia and South Pacific (Jenkins, 2015).

Many countries of the regions mentioned above nowadays belong to English-speaking countries, although in some of them, English is used as a second language. As Kirkpatrick (2010) mentioned, varieties of English do not appear only in postcolonial settings—many of them exist even among the inhabitants of the British Isles, especially in Scotland and Wales. In 1992, Braj Kachru introduced his concept of circles of Englishes (Kirkpatrick, 2010). He placed British English and all the Englishes which came into existence with the first dispersal of English (i.e. American, Australian, and so on) into the Inner Circle of English; these varieties of English had been influenced by various

indigenous languages, but not in such a way which would modify the dominant variety too much (Kirkpatrick, 2010). These varieties are commonly labelled ENL—English as a native language, meaning that their speakers are speakers of English as a first language.

Conversely, the Englishes of the countries and regions of the second dispersal of English were placed into the Outer Circle. These varieties were more heavily influenced by the languages of the indigenous populations, especially because in these settings, the natives outnumbered the colonizers (Kirkpatrick, 2010). The speakers of these varieties usually speak English as a second language, and the varieties from these regions are referred to as ESL—English as a second language.

Kachru's Outer Circle contains the varieties which many authors have labelled "New Englishes". Platt et al. (1984) have defined four criteria a variety must fulfil to belong among the New Englishes. Firstly, it has evolved in an area where a native variety of English was not spoken by the majority of the population; secondly, it was developed through the educational system. Then thirdly, the inhabitants of the region use the variety for various purposes; lastly, it has adopted lexical and grammatical features of the native language, thus becoming "nativized" (Platt et al., 1984).

In addition, Kachru established another circle which he called the Expanding Circle (Kirkpatrick, 2010). This circle included all the countries where English was learned primarily as a foreign language—commonly known under the label EFL. However, as Kachru himself pointed out, in recent years, this circle had been the most growing one (Kirkpatrick, 2010). Countries such as China contain an enormous amount of English speakers who influence the ways English is used in international communication. Similarly, in Europe, English is often the primary language for communication between speakers of different first languages.

Despite these emerging trends, native speakers of the Inner Circle Englishes often assume that their grasp of the language is superior to that of non-native speakers and that the Inner Circle varieties are paramount varieties of English (Ammon, 2000). Even the speakers of New Englishes in Outer Circle countries sometimes regard their language as inferior to the Inner Circle standardized varieties (Jenkins, 2015). Such perception of varieties can lead not only to problems concerning their standardization and codification but also to numerous challenges in education.

New Englishes in Education

Current students of English encounter an enormous amount of varieties, both standard and non-standard, through the internet and other media. They are exposed to much broader input than students used to be before the age of electronic media and online sources when their input was limited to coursebooks, teachers' speech and recordings. The goals of learning English have changed too (Galloway & Rose, 2018); most learners will likely communicate with other non-native speakers of English rather than native speakers. These facts lead to inquiries concerning the varieties which should be taught in schools. Currently, most curricula are based mostly on British English, alternatively, American Standard English, and other varieties are often not included.

As Kachru (1986) stated, English education is often aimed at reaching "native-like" proficiency, which usually infers British Standard English, even though there is no reason why speakers worldwide should imitate the British. Further, Kachru (1986) noted that non-native speakers would not come to resemble native speakers because they could not emulate culture-specific behaviour and traits. Quite the reverse, the inclusion of the non-native speakers' cultural traits is a part of the process which leads to the creation of New Englishes. This fact is often countered by the inclusion of native speakers in English language education. However, Jenkins (2015) then pointed out that being a native speaker did not make a person a competent teacher since they never had to learn the language like a non-native speaker would have had to. Therefore, the question of which variety should be taught has no simple, universal solution.

Melchers and Shaw (2003) have concerned themselves with English language education in the Expanding Circle. They proposed that the problem of which variety should be taught consisted of three distinct topics—what exposure the learners should have, what production model should be used in the class, and what target we aim for (Melchers & Shaw, 2003). The authors noted that learners in the Expanding Circle would primarily need English to communicate internationally with members of the global community; these learners should be exposed to a wide selection of varieties, to be able to understand as many accents and varieties as possible (Melchers & Shaw, 2003).

Due to the diversity of English speakers in the world, Melchers and Shaw (2003) also proposed that effective communicators in English should be skilled in cross-cultural communication strategies—they should avoid culturally specific expressions and references and be able to modify their pragmatic behaviour. Since the authors noted that the variety learners were nowadays the most exposed to was American English, they

further proposed that American English lexis should be the focus of vocabulary teaching, while the most prominent alternatives in international lexis should be taught as well (Melchers & Shaw, 2003).

However, as Galloway and Rose (2018) have noted, while the current practices within English education have often been criticized for their inability to equip students with the necessary skills for using English as a lingua franca (ELF), there are no suitable alternatives to the current curricula, and no resources which could be used in class are available. Therefore, many educators must continue with the current practice (Galloway & Rose, 2018). As the authors have noted, especially the lack of research at the classroom level presents a problem for the development of more techniques and materials (Galloway & Rose, 2018). Most of the coursebooks and online audio-visual resources for English language education do not provide examples of varieties other than British or American English. Nevertheless, Galloway and Rose (2018) also noted that the inclusion of e.g. listening samples of other varieties of English often reinforced stereotypes connected to these varieties and failed to provide anything but superficial exposure to ELF.

In conclusion, the current distribution of the English language worldwide is not reflected in English language teaching. While the majority of English speakers nowadays consists of L2 speakers who are multilingual, English is still taught with a focus on the traditional varieties, British and American English. This can be especially limiting to learners from the countries of the Expanding Circle (as defined by Kachru) who will mostly encounter English as a lingua franca in their daily lives. These learners still tend to perceive English as the language of the native speaker, used in the main traditional varieties, while the linguistic reality has changed. Learners from the Expanding Circle would benefit from a more inclusive curriculum of English, focused on ELF skills and cross-cultural communication. This is also the case of the learners in the Czech educational system; Czech learners belong to the Expanding Circle of English and most of their future communication in English will be cross-cultural, happening between speakers of different first languages. Therefore, the education focused on the two traditional varieties and unrealistic native speaker models is limiting to these learners regarding their future use of English.

However, despite the fact that numerous authors have discussed and examined the aforementioned facts, their findings suggest that the cross-cultural aspect of the English language education in the Expanding Circle is not reflected in the curricular documents at all. Furthermore, the literature suggests that the current state of language education does

not reflect the actual use of English in the world and the examples of language use which learners encounter outside of school. The next section of the theoretical chapter examines the factual state of English education and analyses the curricular documents of the Czech educational system to discover whether or not they include the topic of New Englishes and what the expectations placed on students concerning the particular field of study are.

Curricular Documents of the Czech Educational System

This section of the theoretical chapter explores the curricular documents of Czech education, in particular on the national level—the Framework Education Programme (FEP). Since the practical part of this thesis will concern itself with research aimed at the basic education stage, the document which will be examined in this section is the *Framework Education Programme for Basic Education* (MŠMT, 2007). The purpose of this section is to examine the topic of New Englishes against the background of the Czech curricular documents on national level—whether and to what extent it is included in basic education and in what way. This research serves to discover upon what educational system background the practical research can be founded. The particular document used in this thesis is the English version of the Education Programme, which is, however, only available online in its version from 2007. There might be slight differences in the structure and contents to the current version of the Education Programme.

The curricular documents of Czech education have two levels, the national and the school level (MŠMT, 2007). The Framework Education Programmes (FEP) exist for all stages of education, but this thesis only concerns itself with the basic education stage. The FEPs provide the framework for School Education Programmes (SEP) which are created at each school and define education on a smaller scale. The SEP will be the focus of the research part of this thesis. The *Framework Education Programme for Basic Education* (FEP BE) follows up the FEP for Preschool Education. It focuses on the key competencies learners should obtain at the given stage and the outcomes of the educational process (MŠMT, 2007). The educational content in the FEP BE is divided into nine educational areas, each of which contains one or several educational fields. Every educational area is closely defined in the FEP BE, with special attention given to the characteristics, objectives and educational content of the individual educational fields (MŠMT, 2007). In the following subsection, we will explore the educational area of Language and Communication through Language, which includes the educational fields of Czech Language and Literature, Foreign Language and Second Foreign Language.

Furthermore, in the subsequent subsection, we will analyse the cross-curricular subjects included in the FEP BE which complement the educational areas and provide opportunities for the personal development of learners, especially concerning their attitudes and values (MŠMT, 2007). Predominantly, this subsection will be centred around the cross-curricular subjects of Education Towards Thinking in European and Global Contexts, and Multicultural Education.

Foreign Language in FEP BE

The educational field of Foreign Language is included in the educational area of Language and Communication through Language. The Ministry of Education, Youth and Sports (MŠMT) has defined this educational area as one with a "pivotal position in the educational process" (MŠMT, 2007, p. 18) because language provides learners with skills necessary for orientating in other areas of study and daily life. The educational area includes three educational fields; however, for the purposes of this thesis, the educational fields of Czech Language and Literature and Second Foreign Language will not be analysed. The main focus of this subsection is the field of Foreign Language, regarding the selected context of the EFL classroom (i.e. English is the most frequent choice in terms of the first foreign language at Czech basic schools).

According to MŠMT (2007), Foreign Language allows learners to communicate with speakers from Europe and the whole world, as well as helps with reducing language barriers and increases the prospects concerning the future career and educational paths. The content of this educational field also enables learners to study various cultural traditions and lifestyle differences in foreign countries and raises the learners' awareness of tolerance and understanding (MŠMT, 2007). The educational area of Foreign Language includes several objectives which are relevant to the topic of this thesis.

The first relevant objective is centred around "understanding language as an independent historical phenomenon which reflects the historical and cultural development of a nation and thus seeing it as a major unifying agent of the national community and an important and indispensable instrument for lifelong learning" (MŠMT, 2007, p. 19), which can be viewed as related to the facts mentioned in the previous section of the theoretical chapter, concerned with the history and spread of the English language. Further, another of the objectives has a close relationship with intercultural communication—"mastering common rules of inter-personal communication in the given cultural environment and developing a positive attitude to language as a part of inter-cultural communication"

(MŠMT, 2007, p. 19); culture is mentioned as a part of this objective and, as has been noted in the previous section, culture is an important element of New Englishes and a source of differences between Inner and Outer Circle Englishes. Therefore, some of the specifics of New Englishes are mentioned in the overview of the educational area.

Moving on to the educational contents of the educational field of Foreign Language, the expected outcomes of the educational field do not include any mentions of New Englishes; they are centred around receptive, productive and interactional skills (MŠMT, 2007). It is worth noting that work with authentic materials (such as literature) is included among receptive skills, as well as the skill of inferring meaning from context (MŠMT, 2007), which will be relevant to the research part of this thesis. Concerning the subject matter of the educational field, the only information which could be connected to New Englishes is included among the theme areas—"the socio-cultural environment of relevant language areas" (MŠMT, 2007, p. 26), which usually refers to the study of British and possibly American realia. Nevertheless, all countries with English-speaking population could be seen as "relevant language areas" and this section could therefore refer to the areas of the world where New Englishes are used.

Cross-curricular Subjects in FEP BE

In the Framework Education Programme, cross-curricular subjects are those which are "related to contemporary present-day issues and represent an important inseparable part of basic education" (MŠMT, 2007, p. 94). They provide opportunities for the engagement and teamwork of learners, promoting the development of their values and attitudes (MŠMT, 2007). In the FEP BE, cross-curricular subjects are divided into thematic areas, which then include a wide selection of themes. Schools must mandatorily include the cross-curricular subjects of FEP BE in basic education, however, the decision of which themes will be incorporated and how remains in the hands of the individual schools (MŠMT, 2007).

There are six cross-curricular subjects in the FEP BE: Personal and Social Education, Democratic Citizenship, Education Towards Thinking in European and Global Contexts, Multicultural Education, Environmental Education and Media Education (MŠMT, 2007). Nevertheless, due to the focus of this thesis, only two of these subjects will be the matter of analysis in this subsection—Education Towards Thinking in European and Global Contexts and Multicultural Education.

Education Towards Thinking in European and Global Contexts. This cross-curricular subject is intended to promote "global thinking and international understanding" (MŠMT, 2007, p. 100)—it should educate future European citizens to be capable of flexibility and mobility and also aware of their national identity while respecting the national identities of others (MŠMT, 2007). The FEP BE directly mentions this cross-curricular subject in relation to the educational area of Language and Communication through Language, noting that "knowledge of foreign languages is a key factor in mutual communication and in understanding other nations' cultures" (MŠMT, 2007, p. 100).

Moreover, it is worth including some of the benefits the FEP BE lists for the students of Education Towards Thinking in European and Global Contexts. In the area of knowledge, skills and abilities, the cross-curricular subject:

> [D]evelops and integrates the basic knowledge necessary for understanding social and cultural differences between nations, [. . .] develops the ability to compare cultural expressions in the European and global context, to find commonalities and differences, and to evaluate them in the broader context. (MŠMT, 2007, p. 101)

These two benefits can be seen as connected to the area of New Englishes since the history of New Englishes is connected to colonialism, and English as a lingua franca, the dominant position of English in the Expanding Circle, is directly linked to cultural communication and expressions in European and global context. Further, in the area of attitudes and values, Education Towards Thinking in European and Global Contexts "helps to overcome stereotypes and prejudices, [. . .] forms a positive attitude towards differences and cultural diversity" (MŠMT, 2007, p. 101). These attitudes and values can also be connected to New Englishes which are not well-known to most learners and therefore can attract prejudice or lead to stereotypes about the speakers of these varieties.

In addition to the benefits mentioned above, the FEP BE also lists three thematic areas of the cross-curricular subject Education Towards Thinking in European and Global Contexts. They are mostly concerned with Europe and therefore are not of interest to the focus of this thesis.

Multicultural Education. The purpose of this cross-curricular subject is to familiarise learners with "the diversity of various cultures and their traditions and values, on the basis of which they can become better aware of their own cultural identity, traditions and values" (MŠMT, 2007, p. 102). Multicultural Education should lead to the understanding of the increasing sociocultural diversity and develop a sense of justice and

solidarity (MŠMT, 2007). Again, the FEP BE notes the educational area of Language and Communication through Language as a particularly fitting area for the inclusion of Multicultural Education.

Once more, the relevant benefits of this cross-curricular subject for the personal development of the learners should be included. Concerning the area of knowledge, skills and abilities, Multicultural Education:

> [T]eaches pupils to communicate and co-exist in a group containing members of different sociocultural groups, to exercise their rights and respect those of others, to understand and tolerate others' different interests, opinions and abilities, [. . .] provides information on basic multicultural terminology: culture, ethnic group, identity, discrimination, xenophobia, racism, nationality, intolerance etc. (MŠMT, 2007, p. 102)

The first of these benefits, communicating and co-existing in a culturally diverse group, is directly connected to the theory surrounding English as a lingua franca—learners should acquire abilities which will help them succeed in diverse cultural environments and communicate with other speakers of English as a foreign language. Concerning the second benefit, New Englishes can be a fitting topic for the introduction of some of the multicultural terminology. A similar sentiment is reflected in the benefits related to attitudes and values. Here, the cross-curricular subject of Multicultural Education "offers pupils information which helps them to form attitudes of tolerance and respect towards different sociocultural groups, to consider the cultural background of members of other sociocultural groups and to recognize their legitimacy" (MŠMT, 2007, p. 103).

Reviewing the thematic areas of Multicultural Education, the topic of New Englishes could be related to the area of Cultural differences and Multiculturalism—the latter in particular, given the inclusion of "specific characteristics [. . .] of languages, [. . .] the importance of using foreign languages as a tool for communication" (MŠMT, 2007, p. 103). It is apparent that while the topic of New Englishes is never directly mentioned in the curricular documents, there are many areas which would be suitable for its inclusion. Some of the themes of the cross-curricular subjects of the FEP BE seem to be especially well-suited for being taught through the topic of New Englishes, for instance those focused on cultural differences and the importance of EFL for intercultural communication.

However, since the exact manner in which New Englishes should be incorporated into EFL education is not mentioned in the curricular documents, this thesis seeks to answer the question of whether literature is a convenient medium for such incorporation. It

is also worth noting that the national level of the curricular documents is viewed by the Czech educational system as a set of guidelines since the educational system is strongly decentralized. Therefore, the inclusion of individual topics is in the hands of schools and their SEPs which should include a more detailed account of the contents of basic education at the particular institution, as well as the manner in which teachers should work with these materials. Nonetheless, the last section of the theoretical chapter lays the groundwork for both the examination of the documents at the school level and the practical research, as it focuses on the use of literature in education—its history, specifics, and possibilities connected to the aim of the practical research of the thesis.

Literature in EFL Education

The role of literature in foreign language education has changed throughout the years—what is today considered common practice in foreign language education would not have been viewed as such centuries ago. English is the most studied foreign language nowadays; however, it has not always been the case and Latin used to be the dominant language of foreign language education (Richards & Rogers, 2001). The teaching of Latin formed the basis of foreign language education and the principles of Latin education became integrated into the first known method of foreign language education—the Grammar-Translation method. Richards and Rogers (2001) noted, in their section on this method, that the goal of foreign language education had been to learn a language to read its literature. It was further said that this method had been dominant between the 1840s and the 1940s (Richards & Rogers, 2001) and therefore, in that period, literature had been the focus of all foreign language education.

Gradually, with the growing integration of the global community, the need for communicative skills arose for students of foreign languages (Richards & Rogers, 2001). The Grammar-Translation method started to be questioned and rejected and new approaches began to be developed, for instance, the creation of phonetics and the emphasis on the spoken form of English (Richards & Rogers, 2001). With these trends, the importance of literature in foreign language education has diminished and currently, it is often a subject of debate concerning its suitability.

Some authors claim that literature can be overly idiosyncratic, subversive, or connected to a specific cultural context (Ferradas, 2009) and therefore not appropriate for education. Other authors warn against the overuse of literary texts in education, claiming it to be an elitist preference over non-literary texts (Choděra, 2006). Nevertheless, many

others believe that literature can be a source of diverse sentence patterns and various relevant manners of language use (Keshavarzi, 2012) or serve as an introduction to cultural issues and help develop the aesthetic and emotional aspect of a learner's personality (Janíková, 2002). Maley (1989) also mentioned the diversity in language that literary texts can provide, the fact that individual locations have different varieties of English, and also how literature can draw attention to characters changing their language due to social context or during interactions with other social groups (Maley, 1989).

Zbudilová (2020) maintained that literature could become a model of values. She referred to the rising need for creative and critical thinking as protection from manipulation in the modern globalised world and believed these could be cultivated through the use of literature (Zbudilová, 2020). Furthermore, she claimed that literature has lost its place not only in education (as per Richard & Rogers, 2001) but also in daily life, to electronic media; education should attempt to change this phenomenon. In her opinion, the potential of literature in education was often underestimated, despite its importance in the development of critical thinking—students must interpret and analyse literary texts on their own, thus expanding their creative and innovative skills (Zbudilová, 2020). As the previously mentioned authors, Zbudilová (2020) maintained that literature helped develop self-confidence, motivation, flexibility, independence, or metaphorical thinking.

In another study, Zbudilová (2017) examined the actual status of the use of literature in education, as opposed to the theoretical ideas reviewed previously in this chapter. She noted there was a long-standing tendency to underuse literary texts in lessons and prefer the texts included in textbooks, especially with learners of lower proficiency in English (Zbudilová, 2017). Further, she noted that researchers' opinions on the topic differed significantly, with some authors suggesting the use of literary texts even with beginner learners, naturally matching the difficulty of the texts to their abilities (Zbudilová, 2017). Her study also raised questions such as whether the selection of texts offered by the textbooks was sufficient and whether they fit the requirements for the overall development of a learner's personality, citing the potential of the use of literature in education to raise the waning interest in reading among learners (Zbudilová, 2017). This opinion is reflected in the work of Hişmanoğlu (2005), who claimed the selected literary texts for lessons should be relevant to "real-life experiences, emotions or dreams of the learner" (Hişmanoğlu, 2005, p. 57).

Approaches to Using Literature in ELT Classrooms

Having explored both the positive and the negative attitudes to the inclusion of literature in EFL, it is also important to examine the various approaches to using literature in English language education. Teachers can incorporate literature into their lessons in numerous ways, regarding the outcomes they want to see fulfilled, the skills and values they want the learners to develop and the particular literary work they are working with. This subsection presents a brief overview of these approaches and their specifics and benefits.

The research on approaches to using literature has been the subject of study for many authors. For example, Collie and Slater (1987) have determined four distinct groups of approaches—teaching literature for cultural enrichment, language enrichment, personal involvement, and using it as authentic material. Carter and Long (1991) have divided their reasons into three categories—the cultural, language, and personal growth models. Finally, Lazar (1993) has described three different approaches, which circle around similar concepts as Carter and Long's division—the language-based, literature as content, and literature for personal enrichment approaches.

Lazar (1993) has written that "[p]inpointing possible approaches can help us to select and design materials for classroom use, as well as to assess the suitability of published materials" (Lazar, 1993, p. 22). This makes the study of approaches particularly important for the purpose of this thesis, which is finding the best ways in which the New Englishes can be introduced to EFL learners. Below, we provide an overview of the three approaches Lazar (1993) has described, using both her research and the findings of Carter and Long (1991) which are focused on very similar concepts.

Language model/Language-based approach. Lazar (1993) noted that studying the language of a literary text aided in integrating the language and literature syllabus. Carter and Long (1991) further remarked that working with language through literature helped students with the formulation of various expressions. Some supporters of this approach only view literature as a resource to provide language activities (Lazar, 1993). In contrast, others seek to equip students with the tools and skills necessary for interpreting and critically reading texts (Lazar, 1993). Some believe that students can acquire language-based study skills from working with literature (Lazar, 1993), since literature exposes students to specific linguistic features, such as direct and indirect speech or figurative language (Carter & Long, 1991). Both Lazar (1993) and Carter and Long (1991) have also

provided activities suitable for this approach, including making predictions, creative writing and jumbled sentences.

Cultural model/Literature as content. The cultural model relates literary works to the target culture (Carter & Long, 1991) and establishes "literature itself [as] the content of the course" (Lazar, 1993, p. 35). It focuses on the characteristics and history of literary movements, the examination of the political or social background of the texts, the author and their life, the specifics of the genre, and so on (Lazar, 1993). As Carter and Long (1991) mentioned, this model also allowed learners to explore the cultural background and different ideologies. However, Lazar (1993) cautioned that some language teachers might want to leave this type of work to literature teachers, which may especially be true concerning foreign language education, where such work with literature isn't very common.

Personal growth model/Literature for personal enrichment. According to Carter and Long (1991), this model attempted to create a bridge between the previous two models, focusing on the specific language use in the text but also placing it within a cultural context. Lazar (1993) noted that literature could serve as means for "encouraging students to draw on their own experiences, feelings and opinions" (Lazar, 1993, p. 39). She further encouraged selecting materials that corresponded with the learners' interests, which could be better achieved by discovering first what kind of text they would like to work with—by providing a questionnaire, summaries, or a list of topics and letting the learners choose (Lazar, 1993). When there are reasons why the text cannot be chosen based on the student's preference (such as the syllabus), teachers should look for universal themes and experiences in the text, or ask learners to try to imagine themselves in unfamiliar situations (Lazar, 1993).

As can be seen above, each of these approaches has a different focus and goals and therefore requires different methods when used in class. Nevertheless, it would be possible for all these approaches to be used for the study of the New Englishes, regarding the particular information the teacher would like to convey. It can be argued that either literature as content and literature for personal enrichment is likely to be the dominant approach for the inclusion of New Englishes; however, the use of a language-based approach is not impossible to use, although it might be more suited for advanced learners or those in specific linguistic courses. This thesis will mostly focus on the literature for personal enrichment.

Following the general information about the history and status of literature in English language education, and the analysis of the various approaches for working with literature which can be used in English classrooms, it is further necessary to focus on the particular means which will be used in the practical research. Regarding the aim of this thesis and the selected EFL context, we have decided to use the genre of graphic novel which, aside from being one of the non-canonical genres of literature, is closer to learners' level, needs and interests.

Graphic Novels in Education

As has been established previously, the position of literature in foreign language education has changed significantly. In the past, reading literature had been the goal of foreign language education, and therefore, literary works were one of the primary foci of English lessons. In particular, as Showalter (2003) remarked, poetry used to be the most important genre of literary education, having only recently been replaced by fiction, drama, and cultural studies. Even though this characteristic may be better applied to first-language literary education, these genres can also be used in foreign language education. However, for the purpose of this thesis, this section presents an overview of a different written medium, which is the graphic novel (or comic).

Krashen (2005) noted that graphic novels can serve as an introduction to more difficult reading for many readers, and he further claimed this genre can be beneficial for the development of literacy skills. Even though there are no mentions of graphic novels in the FEP BE (MŠMT, 2007) for Foreign Language, the educational field of Czech Language and Literature includes "creatively reproducing a text [. . .] making illustrations" (MŠMT, 2007, p. 25), which could also be connected to graphic novels in foreign language education. Heckman (2004) further mentioned that graphic novels could bring confidence to frustrated readers, with illustrations helping with the understanding of the written text.

There are multiple other factors which make graphic novels particularly well-suited for use in education. Many graphic novels contain young adult literature themes, making them accessible and comprehensible to students. They also often address important issues such as racism, poverty, war, inequality, justice or gender rights—which are connected to the cross-curricular themes and teaching children tolerance and respect for other people and their cultures (Kryszewska, 2008). Graphic novels are also important for increasing visual literacy (Schwarz, 2006) and serve as a multimodal learning tool, especially with students producing their comics of a narrative or their own story (Carter, 2008). Cohn

(2007) also mentioned that working with graphic materials enhances the learners' visual grammar—their ability to interpret facial expressions, gestures, movements or perspective. Research and studies confirm the growing interest in graphic novels. Heckman (2004) mentioned a study in Florida which showed that even though graphic novels were only one per cent of library holdings, they accounted for more than 25 % of borrowed works.

The graphic novel used for the research in this thesis is *New Kid*, written by Jerry Craft and published in 2019. In an interview, Craft mentioned that the book touched on some of the themes mentioned above, namely racism and inequality (Collins Sullivan, 2022). However, he pointed out that the book was not intended to depict any catastrophic event, but rather the day-to-day annoying things children of colour had to face (Collins Sullivan, 2022). Craft also noted that he wanted his work to teach empathy and tolerance, as children tend to empathise with what the main characters of stories go through (Collins Sullivan, 2022). These views shared by the author are connected to the themes mentioned in the FEP BE and its cross-curricular subjects which were analysed earlier in this chapter, therefore also to the topic of New Englishes, which was defined, through the curricular documents, as suitable for the inclusion of multicultural and global themes.

The theoretical chapter of the thesis presented an overview of the major topics which form the basis of the practical research. It analysed the history and spread of New Englishes, the issues and specifics connected to the different level of how English either supplemented or complemented the native languages in these places, and the situation surrounding the English language education in the context of New Englishes. Furthermore, the theoretical chapter explored the curricular documents of Czech education, namely the *Framework Education Programme of Basic Education* (MŠMT, 2007) and examined the occurrence of the topic of New Englishes within this document. Finally, the focus of the last section of the theoretical chapter was on the use of literature in foreign language education, including the selected genre of graphic novel. The next chapter concerns itself with the methodology of the practical research, the suitable methods and the research design which will provide an answer to the question of whether the introduction of New Englishes in EFL classroom is possible through literature.

III. METHODS

This chapter focuses on the methods of practical research carried out to answer the research question of the thesis. It comments on the research design and includes information about the individual parts of the research—the place and time when the research was conducted, the characterization of the respondents, and the specification of the research tools which were used. It also restates the research problem and the research question. Overall, this chapter provides an overview of the research tools and the process of answering the research question.

This thesis deals with the research problem of how to include the topic of New Englishes into the standard curriculum of the Czech educational system and how to best introduce the topic to learners. Furthermore, the question of whether or not literature is suitable as a medium for the introduction of this topic is also a part of the research problem. We have established the main research question: How can literature be used in the EFL classroom to introduce the topic of New Englishes to learners?

The research was conducted at Základní škola Blovice, a basic school offering education on the primary and secondary level, between the 18th and 25th of May 2023. The subjects of the research were the learners of the eighth grade, belonging to the fourth language group of their year. The research was designed as action research conducted by the author of this thesis during a standard English lesson. The action research process is cyclical and takes place during an action which is carried out to solve a certain problem—in the case of this particular research, it is how to include the topic of New Englishes in language education through literature. The teacher of the lesson (author of this thesis) carried the research out on her own, as a participant of the research. An important part of the action research was reflection, which allowed the researcher to identify the key points and issues. The research further included two questionnaires, carried out pre-survey and post-survey. Before filling out the questionnaires, the respondents were informed about the ethics of research and that their answers would be anonymous.

As the first step of the practical research, we have explored the curricular documents at the school level—the School Education Programme (SEP) of Základní škola Blovice (ZŠ Blovice, 2022). This document was examined parallel to the national level curricular documents, the *Framework Education Programme of Basic Education* (MŠMT, 2007), but also other aspects discussed in the theoretical part of the thesis. The action research was carried out in the form of a lesson, taught with lesson materials developed

according to the information included in the theoretical chapter of this thesis; it was preceded by a pre-survey questionnaire and followed by a post-survey questionnaire and the respondents' individual work outside the classroom. The research was conducted by the author of this thesis as the researcher, and all the materials were developed by the author as well.

The respondents of the research were twelve students of Základní škola Blovice, attending the eighth grade of basic education. These respondents belong to the fourth language group of their grade (out of five), which places them at an assumed lower-than-intermediate level among their peers. The class commonly consists of fifteen learners; three were absent over the whole period of the research. The respondents were identified through the identification section of the pre-survey questionnaire (Appendix A), where they were asked to submit personal information anonymously through five questions, four open-ended and one dichotomous. The respondents are described and categorized below, based on their answers to the identification questions.

The age of the respondents was determined, through the first open-ended question, as between thirteen and fifteen years. As per the second question, there were seven male and five female respondents. The respondents were further asked to provide information on how long they have been learning English. From the third question, the mean length of the learners' English education was determined to be 7.9 years, with the shortest time given as "six years" and the longest as "twelve years". Most respondents answered "six years", four of them, and three responded "eight years". Six years is the response correlating with the common start of English education in the Czech educational system, in the third grade of basic education.

In the fourth question, the respondents were asked to answer questions regarding their experience with reading literature, to inform the researcher about their attitude to reading and the state of their reading skills. This question was open-ended and focused on how many books the respondents read every year. The responses were in numbers between zero and three, with the average number being 1.1 books read per year. Three respondents answered "zero" and only two respondents gave answers which were above two books per year. The last question was dichotomous and determined whether the learners read books in English. They were given the options "Yes" and "No" to choose from and asked to specify the reasons fif they chose the negative response. Eleven respondents answered "No" and one respondent did not answer. The given reasons were variations of, "I don't understand English well enough," for learners who read at least one book per year and, "I

don't like reading/books," for the respondents who have stated they read zero books per year. Only one respondent, Respondent 7, said, "Not yet, I have been tempted by some books, but I am not sure I would understand them at the moment". Therefore, from the identification section of the questionnaire, it was determined that the selected respondents were not avid readers and did not have much experience with reading in English.

The second section of the pre-survey questionnaire (Appendix A) focused on determining the respondents' knowledge of the topic of New Englishes, the spread of English worldwide, and non-standard English expressions. It included five questions, among which there was one dichotomous, three open-ended, and one multiple-choice question. The responses to these questions are included in the following chapter in the form of graphs or tables and commented on. The answers to the open-ended questions are, in some cases, further divided into categories. The respondents received the pre-survey questionnaire at the end of a standard English lesson, focused on grammar. Both the pre-survey and post-survey questionnaire were administered in Czech to ensure the respondents understood all the questions and no miscommunication occurred.

Next week, the action research was conducted. Materials for this part of the research were developed based on the theoretical information covered in the first chapter of the thesis—a lesson plan (Appendix C) included a short lecture on the theoretical information about English in the world introduced through a PowerPoint presentation (Appendix D) and work with literature in the form of a chapter of a comics (Appendix E), paired with a worksheet of True/False statements testing the respondents' reading comprehension (Appendix F). At the beginning of the lesson, the learners were reminded of information from the pre-survey questionnaire they have worked with the previous week—concerning the spread of English in the world and their knowledge of the topic of New Englishes. Next, the respondents were shown the presentation which visualized the relevant information to them (Appendix D). Discussion about the new findings followed and then, the respondents received the first chapter of the graphic novel *New Kid* (Appendix E), alongside the worksheet with True/False statements (Appendix F). They were offered the option to either read the comics as a group or read in pairs and voted for the option of reading in pairs. They were instructed to work with the True/False statements after they finished reading. Afterwards, the responses to these statements were checked with the whole class as a means of text comprehensions. The lesson continued with a whole-class discussion about pre-prepared questions (Appendix G) on issues found in the

text. The learners were not given the questions to look at, they responded only verbally. Examples of responses to these questions are also included in the following chapter.

At the end of the lesson, the learners were given the post-survey questionnaire (Appendix H), where they were asked to indicate their level of agreement with thirteen statements on a scale consisting of the options "Completely agree / Agree / Don't know / Disagree / Completely disagree". The questionnaire included identification information at the beginning, to match the pre-survey and post-survey questionnaires and compare the answers about the respondents reading interests and proficiency to the information from the statements about the lesson. The responses to the thirteen statements are divided into three categories and included in the next chapter. At the end of the questionnaire, the respondents were offered a space to formulate their thoughts about the topic and the lesson as a whole in one additional open-ended question, being asked to suggest what they would change or prefer should the lesson be taught again. Only five respondents have used this opportunity, others left the open-ended question empty. Relevant responses are also included in the next chapter.

Finally, the respondents received the last task—individual work (Appendix J) to be completed outside of the lesson. The task was to create a short comic about themselves dealing with a situation similar to the situation of the characters in the story. The purpose of this task was to determine whether the learners understood the topic the lesson was focused on. Some of the learners' creations are included in the appendices and commented on in the following chapter.

In this chapter, we have discussed the methods of the research, including the research design and the research question. A commentary on the research sample of respondents was also provided, with relevant information about the subjects included. We have further commented on the various data collection tools this research has used and the way results were obtained from these tools. In the following chapter, we will analyse the results of the individual research tools, beginning with the analysis of curricular documents, and following with a commentary on the answers and results of the action research and the questionnaires, in the order in which these tools were utilized.

IV. RESULTS AND COMMENTARIES

This chapter includes the results of the practical research which was outlined in the previous chapter. It provides a commentary on the findings of the individual data collection tools which were utilized. Firstly, the chapter mentions and comments on the results of the analysis of the curricular documents of Základní škola Blovice where the research was conducted. Next, the results of the pre-survey questionnaire are included and commented on. Thirdly, the findings from the lesson itself are mentioned, with the learners' responses to the True/False statements which served as a confirmation of reading comprehension. Further, the post-survey questionnaire is included, with visualizations of the answers on the scales ranging from "Agree" to "Disagree". Lastly, the results of the individual out-of-class work of the respondents are commented on.

Analysis of Curricular Documents

The initial part of the practical research was focused on the analysis of the curricular documents at the school level, precisely of the School Education Programme (SEP) of Základní škola Blovice (ZŠ Blovice, 2022). The SEP was analysed and compared to the curricular documents on the national level, the FEP BE (MŠMT, 2007). The following information was discovered:

The SEP (ZŠ Blovice, 2022) uses the FEP BE (MŠMT, 2007) classification into educational fields. The English language is included in the educational area of Language and Communication through Language, which is further divided into individual subjects. In the educational outcomes of the subject of the English language, we can find outcomes such as: "gaining first pieces of knowledge about countries where English is spoken," and "developing a positive relationship with multilingualism and respecting cultural diversity". These outcomes are related to the concepts we have mentioned in the analysis of the national-level documents in the theoretical chapter.

Concerning the cross-curricular subjects, the SEP (ZŠ Blovice, 2022) includes a section where all the cross-curricular subjects are connected to individual subjects through a chart. Based on the theoretical research within the FEP BE (MŠMT, 2007), we have determined two cross-curricular subjects which are of particular interest to this thesis, Education Towards Thinking in European and Global Contexts, and Multicultural Education. The first mentioned subject is connected to the subject of the English language in the SEP (ZŠ Blovice, 2022) through the topics of: "School in Britain; Food and

traditions; Life in Britain; New York, British healthcare; USA; Canada; London; British school system; Leisure time in Britain; Countries and traditions; Famous personalities" (ZŠ, Blovice, 2022). As is evident, the topics included in this cross-curricular subject were mostly concerned with the traditional British or American English realia, common in education as has been established in the theoretical chapter. The second cross-curricular subject, Multicultural Education, was not connected to the English language in the SEP at all, listing only other subjects, such as History, Geography, or Music Education (ZŠ Blovice, 2022). Furthermore, the section of the SEP focused on the cross-curricular themes and projects for sixth grade included the theme "ethnic origin" (ZŠ Blovice, 2022); however, in the detailed educational plans for individual grades, the theme was missing.

The analysis of the curricular documents at the school level proved that while the SEP incorporated the cross-curricular themes from the FEP BE (MŠMT, 2007) into its structure, the potential for the inclusion of more detailed topics connected to the Global Contexts and Multicultural Education was not fulfilled. The topics which were included as part of these themes were typically focused on British and American realia, omitting the wider context of English in the world. As had been noted in the theoretical chapter, some of the themes appear to be well-suited for the inclusion of New Englishes and given the prominent decentralization of the Czech educational system, which was also mentioned in the theoretical chapter, the SEPs provide an opportunity for schools to select their approach to how these topics should be specified. As is apparent from the analysis of the SEP of Základní škola Blovice (ZŠ Blovice, 2022), this approach was not used. The document did not offer many opportunities for individual teachers to include the topic of New Englishes, specifying instead which topics centred around the traditional English-speaking countries should be included.

Pre-survey Questionnaire

This section of the Results and Commentaries chapter provides an overview of the results of the pre-survey questionnaire (Appendix A) which focused on the knowledge of the learners concerning the topic of New Englishes and New Englishes in Literature. The questionnaire was administered prior to the actual research, a week earlier. It included identification questions for the respondents and five questions designed to review the learners' ideas about the topic of New Englishes and New Englishes in Literature. Four questions were focused on New Englishes in general, and one question was specifically

focused on New Englishes in Literature. The pre-survey questionnaire was filled out by twelve respondents. The results of the five questions are presented below.

Figure 1

Have You Ever Heard the Expression "New Englishes"?
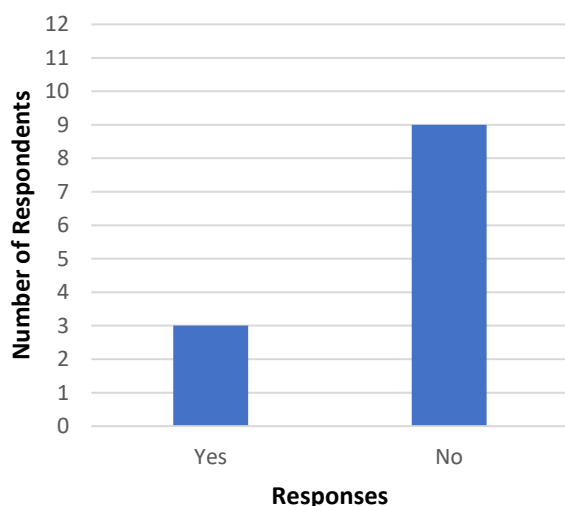
In the first question, the options "Yes" and "No" were given to the respondents. Three out of the twelve respondents answered "Yes", the rest answered "No". Most of the respondents have therefore never heard of the term "New Englishes" or the topic itself.

QUESTION TWO

Table 1

Describe or Guess What the Expression "New Englishes" Refers To

Respondent	Answer
Respondent 1	*Nová angličtina*
Respondent 2	*Nová angličtina*
Respondent 3	New people learning English
Respondent 4	*Nová angličtina*
Respondent 5	*Nová angličtina*
Respondent 6	*Nová angličtina*
Respondent 7	New method of teaching English
Respondent 8	*Nová angličtina*
Respondent 9	*Nová angličtina*
Respondent 10	Something new in English
Respondent 11	I don't know
Respondent 12	New views and approaches to the English education in schools

Seven out of the twelve respondents simply translated the expression into Czech and wrote: "Nová angličtina" (literally "a new form of the English language"), including Respondent 2 who had claimed he had heard the expression before. Only two respondents answered somewhat correctly—Respondent 7, who had written "New method of teaching English", and Respondent 12, who had answered "New views and approaches to the English education in schools".

QUESTION THREE

Figure 2

Have You Ever Heard About Any of These Authors or Their Works?
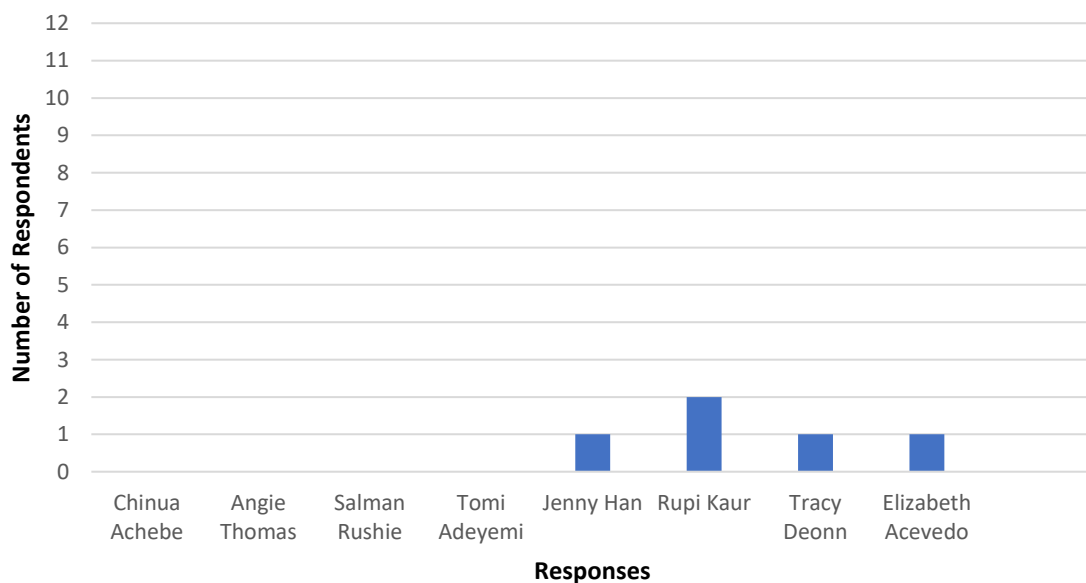
The third question was focused on New Englishes in Literature (NEL). We have selected eight authors and their most famous works which could be considered part of the NEL movement. The selection was modified to include mostly Young Adult Literature non-canonical authors, aside from the classics such as Salman Rushdie or Chinua Achebe, because the reading scope of the respondents was expected to rather match these works. Therefore, authors such as Tomi Adeyemi, Rupi Kaur, and Jenny Han were included. Eight of the twelve respondents have not selected any of the authors or books. Three respondents have selected one author and one respondent, Respondent 3, has selected two authors. The most often selected author was the Indian-Canadian poet Rupi Kaur.

Table 2

In How Many Countries of the World Is English the Official or Main Language?

Respondent	Answer
Respondent 1	circa 6
Respondent 2	30–80
Respondent 3	15
Respondent 4	50
Respondent 5	30, almost everywhere on Earth
Respondent 6	30
Respondent 7	30
Respondent 8	7
Respondent 9	4
Respondent 10	42
Respondent 11	6
Respondent 12	30

The fourth question brought a large variation in responses, which ranged from four to eighty countries. The answers were divided into three categories—less than 15, 16 to 49, and 50 and more. Six respondents answered that there were less than 15 countries where English was used as an official or main language. Five (or four—see Respondent 2) respondents answered that there were 16 to 49 countries where English was the official or main language. The response of Respondent 5 is interesting because she wrote "30, almost everywhere on Earth", showing a certain lack of geographical knowledge, while being quite accurate concerning the spread of English worldwide. The last category, 50 and more, includes either one or two respondents. The most accurate respondent, besides Respondent 2, was Respondent 4 who answered "50".

Table 3

Do you Know Any Non-Standard or Colloquial English Expressions?

Respondent	Answer
Respondent 1	No
Respondent 2	/
Respondent 3	/
Respondent 4	No
Respondent 5	Only a few
Respondent 6	/
Respondent 7	/
Respondent 8	No
Respondent 9	IDK
Respondent 10	No
Respondent 11	Wagwan
Respondent 12	Bro

Four respondents left the last question blank and three answered "No". From those who gave answers, Respondent 9 wrote "IDK", where it is uncertain whether he meant it as an expression of his lack of knowledge, or a genuine response—the abbreviation of the expression "I don't know". Respondent 5 wrote "Only a few" while failing to provide any examples of her knowledge. Respondents 11 and 12 were the only ones to give real answers and their responses included "wagwan, bro" and several swear words. From these examples, "bro" is a colloquial expression for "brother" and "wagwan" is a greeting from Jamaican English that is often used in South London.

Therefore, the pre-survey questionnaire established that the respondents mostly had little to no knowledge of the research topic, New Englishes and New Englishes in Literature. Their ability to explain the expression was also limited, the majority of the respondents simply translated the expression. Concerning their knowledge of New Englishes in Literature, the respondents answered in accordance with their answers in the identification part of the pre-survey questionnaire—since the respondents generally do not read books, especially in English, only four respondents out of twelve were aware of the existence of the preselected authors and titles. The respondents were also partially unaware of the spread of the English language worldwide, with many respondents guessing there were less than 15 countries in the world where English was used as an official or main language. Lastly, the respondents had not included many responses to the question asking

for their knowledge of non-standard expressions. This was expected from our general knowledge of the respondents' English level. What was, however, not expected, was the inclusion of several vulgar expressions in the questionnaire, which begs for further attention to this issue when repeating the action research.

Lesson Findings

This section of the Results and Commentaries chapter presents the findings from the various activities of the lesson plan (Appendix C). The main aims of the lesson were: Students understand the position of the English language in the world and the reasons for its predominance; Students can explain the term "New Englishes" and form informed opinions on the inclusion of NE in education. In the following paragraphs, we describe and comment on the results of the individual pre-reading, while-reading, and post-reading activities of the lesson, returning to the main aims at the end of this section.

Pre-reading activities

The lesson started with a quick introduction of the topic which referred back to the pre-survey questionnaire and was followed by a presentation (Appendix D) about English worldwide and New Englishes, accompanied by a discussion. The presentation included information about the countries where English is used as an official or main language, countries with the highest number of English speakers worldwide, and New Englishes.

The respondents appeared to be highly invested in the presentation and the accompanying discussion; they expressed their surprise and interest multiple times, asking additional questions connected to the topic. They discussed the history and implications of such a predominance of one language eagerly, coming to most of the correct conclusions themselves. Of particular interest to the respondents was the information about the countries in the world which have the most English speakers. The respondents have also correctly identified British colonialism as the cause of the spread of English, although not immediately.

While-reading activities

Before the reading activities started, the teacher introduced the graphic novel, its plot, characters, and also its author to the respondents. The respondents received a printed copy of the selected first chapter of the graphic novel (Appendix E) and a True/False statements worksheet (Appendix F). They worked in pairs, both during the reading and while working on the True/False statements. The teacher provided scaffolding on the board

in the form of translated new expressions. Many of the respondents appeared to be quite interested in the text, while others did not engage with it spontaneously. However, even some of the respondents who are known to be generally unvested in any activities in the English lessons have finished the text on their own, without the need for prompting. Regardless, there were a few respondents who appeared mostly disinterested.

The respondents also worked on the worksheet with True/False statements (Appendix F) which was given to each respondent individually. There were six statements which reflected upon various parts of the text. However, one respondent had not filled in any response to the True/False statements, so there were only eleven respondents here. In most of the statements, the respondents managed to correctly identify whether the information was true or false. There was only one statement among the six where the majority of respondents gave the wrong answer.

Post-reading activities

After finishing the reading and the activities connected to the True/False statements worksheet, the respondents engaged in a discussion with the teacher about pre-prepared questions (Appendix G). There were four questions; the last question was closer to a task. The teacher always asked the question and gave the learners the opportunity to open the discussion themselves and prompted them with questions when needed.

The respondents had no problem with answering and discussing the first three questions, which focused on the issues the main character faces because of his ethnicity. The last question asked the respondents to search for non-standard expressions in the text. However, since there was almost no time left in the lesson, this task could not be done as intended; instead, the expressions were presented on the board and the respondents were only asked for the meaning of some of them, which they were more often than not capable of producing.

Lesson aims

Overall, the lesson activities proved to be quite extensive and appeared to be engaging to the respondents. We have gathered there were only minimal problems with reading comprehension, from the responses to both the True/False statements and the questions at the end of the lesson. The newly presented information about New Englishes appeared to be engaging to the respondents; however, by the end of the lesson, the respondents who were weaker in English had lost their interest.

The lesson set two major aims: Students understand the position of the English language in the world and the reasons for its predominance; Students can explain the term "New Englishes" and form informed opinions on the inclusion of NE in education. The pre-reading activities led to the completion of the first aim—the presentation visualized the spread of English worldwide to the respondents and the following discussion explained the reasons for such predominance of one language. The first part of the second aim was also realized through pre-reading activities, where the definition of the term was introduced to the respondents and discussed. The while-reading and post-reading activities led to the realization of the second part of the second aim—through working with a text where the main characters were not traditional native speakers of English, the respondents were encouraged to form opinions on the scope of the varieties included in the English education in Czech schools. These opinions, and others, are included in the next section of the Results and Commentaries chapter.

Post-survey Questionnaire

The following section of this chapter deals with the post-survey questionnaire which was administered to the respondents after the lesson. The questionnaire consists of thirteen statements, accompanied by scales where the respondents indicated their level of agreement, and one open-ended question where the respondents were asked to share their thoughts and opinions on the lesson, for the next cycle of the action research. The statements from the post-survey questionnaire belong to three equally important categories—New Englishes, English Education, and Reading and Literature. These categories were created for the analysis of the results and therefore are not specified in the post-survey questionnaire. The statements were presented in a different, randomized order than the one in which they are described below.

New Englishes

The first category is centred around the topic of New Englishes and answers questions such as: Were the respondents engaged while learning about the topic of New Englishes? Would they be interested in more information about the topic? What are the respondents' opinions on the different varieties of English? There were four statements included in this category.

Figure 3

I Found the Topic New Englishes Interesting
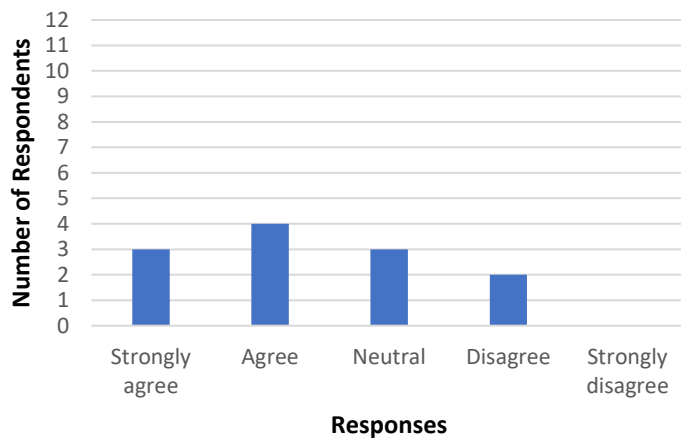
Three respondents strongly agreed and four respondents agreed with the statement. Three respondents selected the neutral answer and only two respondents disagreed. None of the respondents strongly disagreed.

The theoretical findings have revealed that even though the curricular documents offer opportunities for the inclusion of the topic of New Englishes into English education, the focus most often remains on the traditional native-speaker model of the Inner Circle Englishes while the English-speaking countries of the Outer and Expanding Circle are at the periphery of pedagogical interest. However, as these results prove, learners find the topic interesting and are engaged while learning about it.

STATEMENT TWO

Figure 4

I Would Be Interested in More Information About English in the World
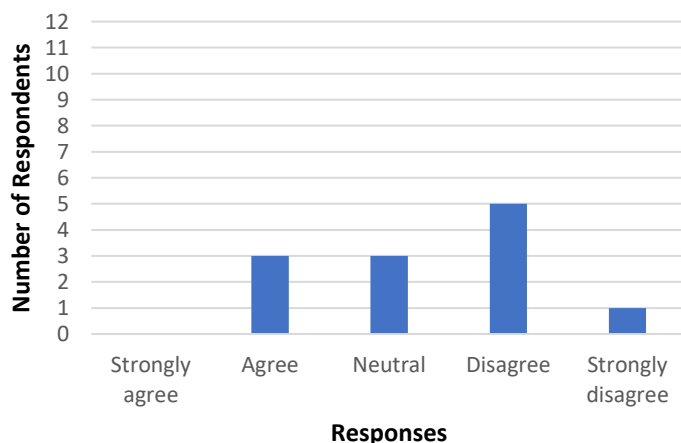
For the second statement in this category, none of the respondents strongly agreed and only three agreed. Three respondents chose the neutral answer. Five respondents disagreed and one strongly disagreed.

These results imply that even though the respondents said they had found the topic interesting and expressed so in the previous question, the presented information was sufficient for them. We also believe that the scope of the information included in the presentation at the beginning of the lesson is sufficient for learners of the eighth grade of basic education. This knowledge can be expanded upon in later English education.

STATEMENT THREE

Figure 5

I Think the Topic New Englishes Should Be a Part of English Education
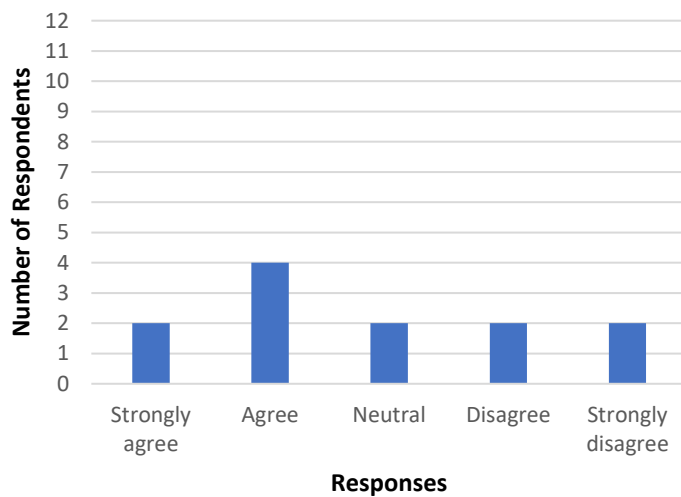
The responses to statement three were quite evenly distributed—two respondents strongly agreed, two agreed, two chose the neutral answer, two disagreed and two strongly disagreed with the statement.

From the responses to this statement, it is apparent that the opinions of the group of respondents differ significantly. It is worth noting that the respondents who agreed with the statement were mostly those who had known the term New Englishes beforehand, or had listed some of the non-standard expressions. They were also those of the respondents who were known by the researcher to have a more positive attitude toward English overall.

Figure 6

It Does Not Matter Which Variety of English Someone Speaks
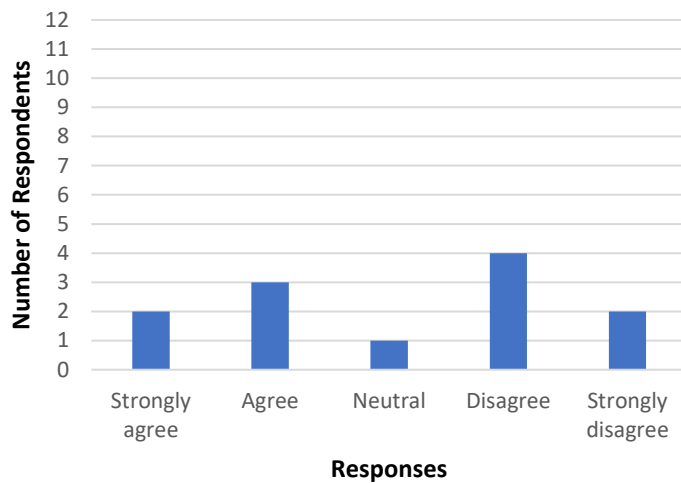
Concerning statement four, two respondents strongly agreed and one agreed. Only one respondent chose the neutral answer. On the other hand, four respondents disagreed and two strongly disagreed.

Since the respondents have previously indicated an interest in the topic of New Englishes, their opinion about the practical implications of multiple Englishes in use was of interest to the researcher. An intriguing phenomenon was that some of the respondents who have previously expressed interest in learning about the topic of New Englishes were now among those who gave negative answers. These respondents, therefore, seem to consider the topic interesting but still prefer to use the traditional native speaker model.

The results from the category New Englishes revealed that while a majority of the respondents found the topic interesting and were engaged during the part of the lesson which was focused on the introduction of English in the world, they likely considered the new information to be sufficient and did not feel like the topic should be studied more in-depth. However, more respondents have stated that the topic should be a part of English education than not; in the light of the preceding question, it is apparent that the respondents considered the information useful but they were satisfied with the amount of detail included in the short lecture. An interesting result was the distribution of opinions on the value of the varieties people speak—approximately half of the respondents believed that the variety a person spoke mattered, which could have been caused by the hyper-focus on the standard British and American varieties in education.

English Education

The second category of the post-survey questionnaire focuses on English education. This category concerns itself with the respondents' opinions on the current state of English education, based on the information presented in the theoretical chapter of the thesis. Therefore, the topics of interest are the inclusion of other than standard British or American varieties in education and the use of literature in English lessons. As the previous category, the English education category also includes four statements on which the respondents have given their opinion.

STATEMENT FIVE

Figure 7

I Would Like to Focus on Different Varieties of English in Lessons
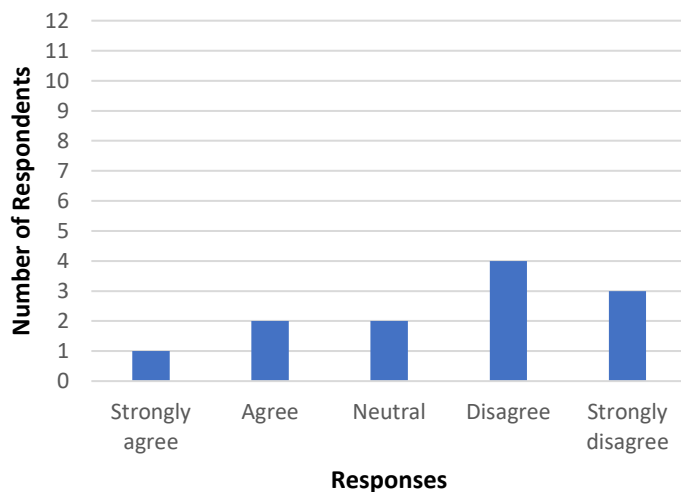
In the first statement of this category, more than half of the respondents gave negative answers. Only one respondent strongly agreed and two agreed. Two respondents selected the neutral answer. Meanwhile, four respondents disagreed with the statement and three strongly disagreed.

Since the respondents have previously selected positive answers when asked about their opinions on the inclusion of the topic of New Englishes into education, a positive response was expected in this question as well. It is questionable whether the respondents have any mental image of what an inclusion of different varieties would look like since this topic was not discussed in the lesson. The respondents might have been so strongly against the idea because they believed that they would have to study multiple sets of vocabulary or grammar rules.

Figure 8

I Think Schools Should Mostly Teach Standard British English
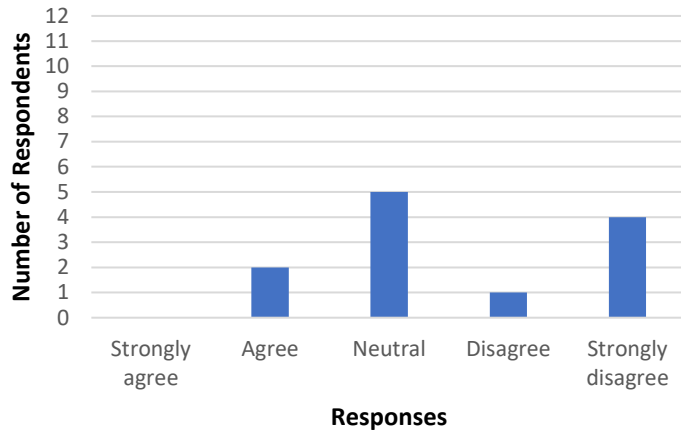
The sixth statement was the only one where negative answers were preferred. Two respondents agreed with the statement, while none strongly agreed. Five respondents chose the neutral answer, one respondent disagreed and four strongly disagreed.

Some of the respondents seemed to prefer the traditional native speaker model of teaching English, which was expected since it is the model the respondents encounter most often. Interestingly, the four respondents who strongly disagreed were the ones with the highest level of both spoken and written English in the group. It is likely these respondents encounter a lot of non-standard English in their daily lives and are thus less inclined to learn the restrictive varieties, instead opting for using whichever expressions they know.

STATEMENT SEVEN

Figure 9

I Think Schools Should Allow the use of Non-Standard English Expressions
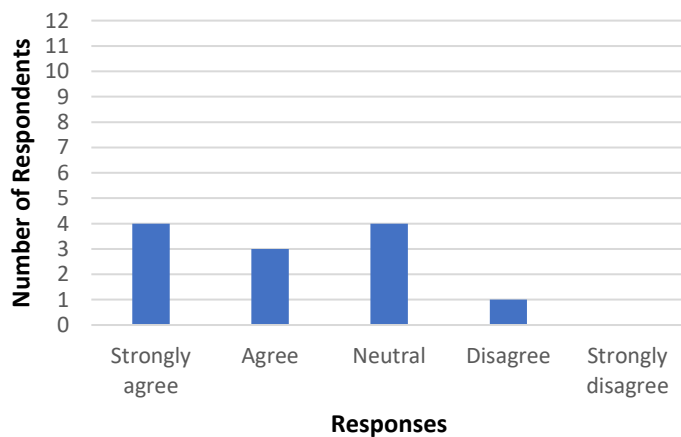
In the case of statement seven, four respondents strongly agreed and three agreed with the statement. Four respondents chose the neutral answer. Only one respondent disagreed and none of the respondents strongly disagreed.

This was one of the statements with the most positive answers, which was expected. Logically, the respondents want to use all the expressions they know, no matter whether they are standard or not. It is also quite possible that some of the respondents understood the expression "non-standard" as "impolite" or even "vulgar" since respondents are typically highly interested in these expressions.

STATEMENT EIGHT

Figure 10

I Would Like to Work With Literature More in English Lessons
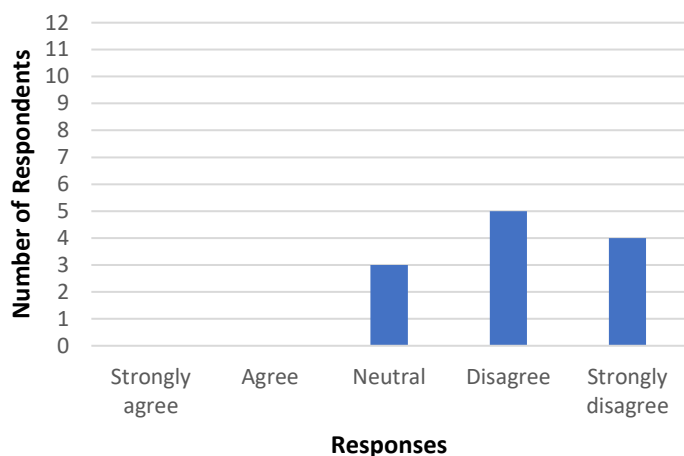
This statement links this category with the following one, focused on reading and literature. None of the respondents agreed with the statement. Three chose the neutral answer, while five respondents disagreed and four strongly disagreed.

A negative result was expected for this statement, based on the respondents' answers from the pre-survey questionnaire. The literature-focused questions had mostly negative answers in the pre-survey questionnaire and even some of the responses during the lesson showed that work with literature was not popular with the respondents.

The results from the English education category were mixed. There were two questions where the respondents mostly answered as was expected, given the context of the research, and two questions where the respondents gave many negative answers. The learners responded as anticipated to the statement about the necessity of learning Standard British English in schools, mostly disagreeing with it. They were also in favour of non-standard expressions being used in English lessons. However, knowing the respondent

sample, it is possible they answered as such because of their desire to use impolite expressions without repercussions. On the other hand, the statements about learning multiple varieties in English lessons and about using more literary works in English education received mostly negative responses.

Reading and Literature

The last category focused mostly on the respondents' experience with the lesson material—a chapter from the graphic novel *New Kid*. Most of the respondents have said they did not read books and all the respondents admitted they did not read in English. Therefore, this category was focused on their understanding of the text, their investment in the story and their engagement in the activities connected to reading. The category included five statements.

STATEMENT NINE

Figure 11

I Had No Problems With Text Comprehension
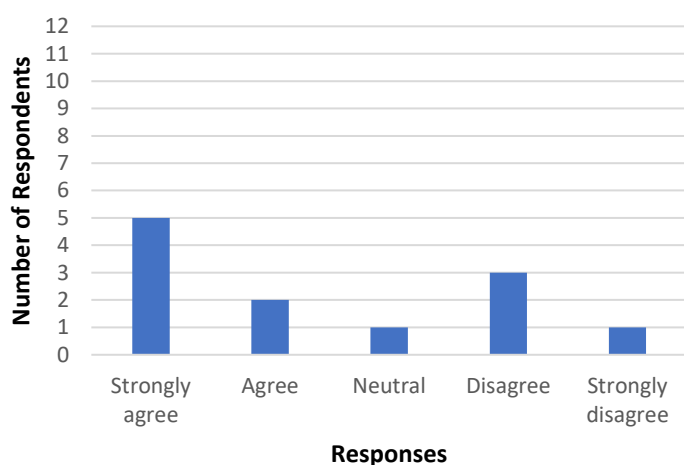
For this statement, five respondents strongly agreed and two agreed, claiming no problems with text comprehension. One respondent chose the neutral answer, three respondents disagreed and one strongly disagreed.

This statement was important from the point of view of the selection of lesson materials—many respondents have previously claimed, in the pre-survey questionnaire, they did not understand texts in English and that was the reason why they did not read English books. The answers to this statement proved that the selected text was suitable for the level of the respondents. The responses were not fully positive, but this agrees with the mixed proficiency of the group of respondents.

Figure 12

I Found the Reading Tasks Engaging
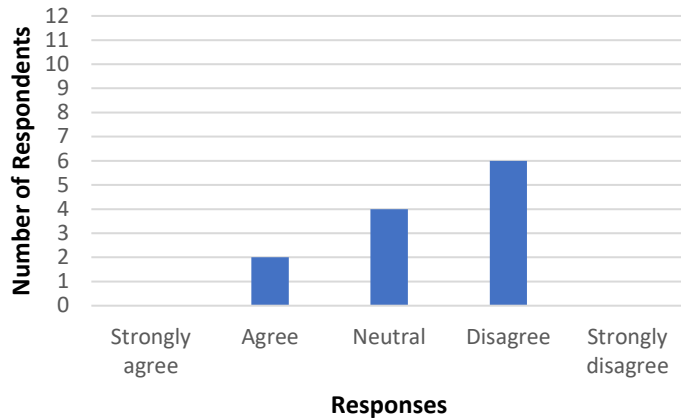
In statement ten, half of the respondents disagreed, not finding the reading tasks engaging. Four respondents chose the neutral answer and only two respondents agreed. None of the respondents either strongly agreed or strongly disagreed.

This statement was not expected to be answered positively—the selected group of respondents find very few things engaging. As anticipated, negative answers dominated and a majority of the group did not find the activities engaging. However, as was expressed by one respondent (see Respondents' Opinions below), the organisation of the tasks in the lesson may have not been ideal—the respondents would prefer more speaking and group work. This might have been the reason for such a strong prevalence of negative answers.

STATEMENT ELEVEN

Figure 13

I Found the Genre Comics Interesting
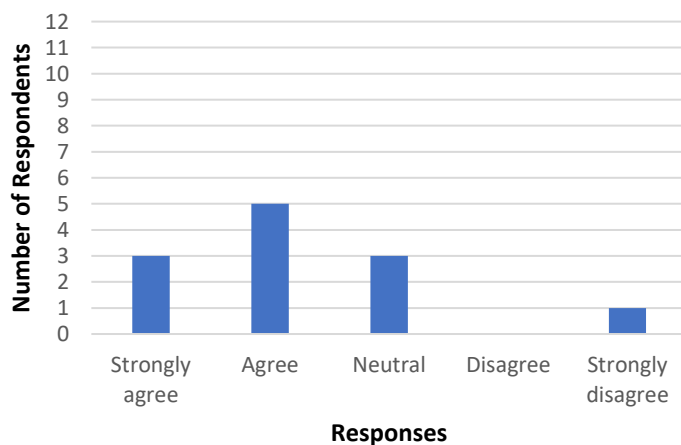
Three respondents strongly agreed with this statement. Five respondents agreed and three selected the neutral answer. One respondent strongly disagreed, not finding the genre interesting at all.

In the theoretical part of the thesis, we have outlined the benefits of using graphic novels and it was of interest to us to see whether the respondents found the genre as compelling as the findings have suggested. The respondents' answers confirmed that they were engaged by the genre. The positive response was strongly desired in the case of this statement, because the theoretical research has yielded numerous benefits to using graphic novels to teach, for instance, visual literacy and communication skills.

STATEMENT TWELVE

Figure 14

I Found the Story Interesting
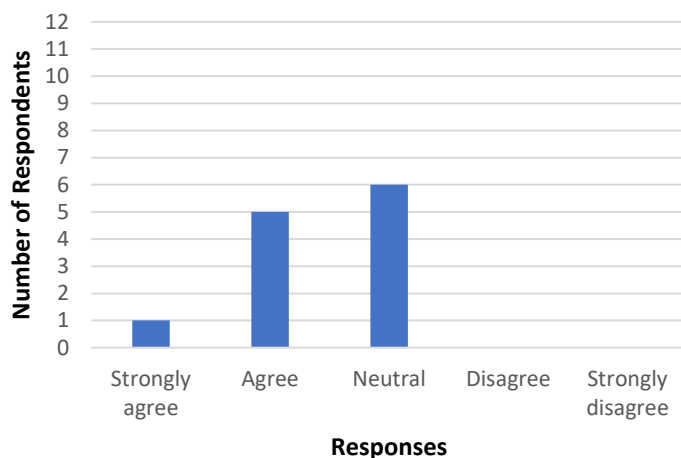
There was one respondent who strongly agreed with this statement. Further, five respondents agreed and six (half of the respondents) chose the neutral answer. There were no negative answers selected.

Since the respondents have previously been identified as not being avid readers, there was an expectation that a certain percentage of the respondents would not be interested in the story. None of the respondents selected the negative answers; with the number of respondents who claimed they did not generally find reading enjoyable, this was a very positive result. Even if not all the respondents have been interested in the material, none directly disagreed with the statement, proving that the selection was suitable for the respondents' level and interests.

Figure 15

I Would Like to Read the Whole Comics New Kid
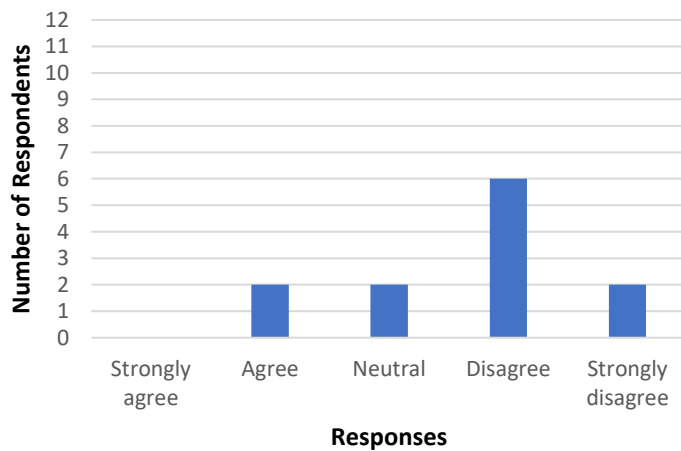
Most of the respondents gave negative answers to this statement. Two respondents agreed with it and none strongly agreed. Two respondents selected the neutral answer. Six respondents, half of the group, disagreed with the statement and two strongly disagreed.

As with the previous question concerned with the use of literature in English, the respondents answered in accordance with their original answers in the identification part of the pre-survey questionnaire. There, the respondents claimed that they did not interest themselves in literature at all, even outside of class. The answers to this statement correspond with that.

The results from the reading and literature category were mixed, as in the previous categories. The respondents have expressed their interest in the genre of comics and the story itself. They were also mostly capable of understanding the text without larger problems. However, the respondents did not like the tasks connected to the reading (the True/False statements and the following discussion) and they were not eager to read the whole story. Combining the categories, the respondents were quite interested in learning about New Englishes and they believed the topic should have its place in English education. They were also in favour of using non-standard expressions in education and not studying only standard British English. The respondents were also interested in the story, and they found it easy to read. The genre comic was to their tastes as well. On the other hand, many of the respondents have expressed little desire to learn more information about English in the world and work with literature. They were also quite decisive in the

question of the equality of the individual varieties of English—according to the respondents, who spoke which variety of English did matter.

Respondents' Opinions

Table 4

What Would You Change/Add/Leave Out in the Lesson?

Respondent	Answer
Respondent 1	/
Respondent 2	/
Respondent 3	More group work
Respondent 4	/
Respondent 5	*Answer not relevant to the research*
Respondent 6	*Answer not relevant to the research*
Respondent 7	Translate the text together so I would understand more.
Respondent 8	/
Respondent 9	/
Respondent 10	/
Respondent 11	/
Respondent 12	More speaking, less writing

In the last question, the respondents were given the opportunity to express their opinion on the lesson and the possible changes which could be made in the lesson. As had been noted earlier, only five respondents chose to use the option.

The answers of Respondent 3 and Respondent 12 were quite similar. Additionally, the answer of Respondent 12 was interesting because there was almost no writing in the lesson aside from circling the True/False statements and answers on the scales. However, Respondent 12 is strongly oriented towards speaking and often refuses to write during all kinds of activities. Furthermore, the answer of Respondent 7 is intriguing as well, since Respondent 7 is quite proficient in English and chose the option "Agree" when asked about her reading comprehension in the statements above. The last two responses to the question, by Respondents 5 and 6, were focused on general issues concerning the entire year of English education, not on the action research, and therefore are not relevant to the Results and Commentaries chapter.

Respondents' Individual Work

The last section of the Results and Commentaries chapter deals with the outcomes of the respondents' individual work (Appendix J). This task was assigned at the end of the action research lesson per the lesson plan (Appendix C) and the respondents were instructed to work on it over the course of the weekend. However, the researcher was unable to collect the outcomes of the work the next week and the week after that because some of the respondents had left for an excursion to London. Therefore, only a few samples were collected for analysis and out of these, three responses were deemed suitable for being included in the thesis—the work of Respondents 3, 6 and 9. These responses are shown in Appendix L and described in this section.

The instructions of the task were to create a simple comic with three to five panels, where the respondents imagined themselves in the situation of the main character of the graphic novel, Jordan. The respondents were further given suggestions of situations they could include in their work—the morning before going to school, coming to school and meeting new classmates, discussing the day with their family, and so on. The respondents were reminded not to forget that in their comic, they would be entering into a new unfamiliar situation and environment where they did not know anyone.

The expectations about the results were that ideally, the respondents were supposed to reflect upon the unfamiliarity of an environment where everyone and everything is foreign and different to what they are used to, both in terms of culture and social interactions, the difficulty of starting personal relationships in this environment, and their feelings in such a situation. The three respondents whose samples are included have all drawn between three to five panels and started their first panel by being afraid of the new school. Respondent 9 even used the phrase, "That will be pain". However, all the respondents have chosen different approaches to the task.

Respondent 3 started her comics with a similar scene to the chapter included in the lesson—she is reluctant to go to the new school, but her mother encourages her that it will be good. At the school, the respondent tries to introduce herself to a classmate who laughs at her, and similarly, when she is introduced to the whole class by the teacher, they all mock her. In the last panel, the respondent is leaving the school at the end of the day, crying as she says, "I will never go back to that school". Several elements of the text which was read during the action research were present in the respondent's creation—the fear of the unknown, the encouraging parent, and the ignorant new classmate. Respondent 3 went further with the story, depicting the events of the whole day in a negative light. In the

comics created by this respondent, we find problems with communication, which are one of the aspects connected to the theory of this thesis, especially concerning different varieties of Englishes. However, since the comic is very simple, we cannot know if the respondent had intended this—whether the communication problems she had depicted were connected to any cultural or linguistic issues, or simply the exclusionist nature of the students at the new school. This comic was the only one where a negative experience was depicted.

Respondent 6 also chose to start her story by expressing worries about the new school. Once she arrives at the school, however, she discovers it "looks nice" and begins to hope the whole experience will be positive. She meets a new classmate who introduces herself and acts friendly. At the end of the school day, the respondent waits for the bus and expresses her optimism about her future at the school. At the end of the comics, she speaks to her mother, telling her she made a new friend. Unlike Respondent 3, Respondent 6 chose to see the story in a positive light and created a story where, despite the initial nervousness about a new school, everything turns out well. As in the original story from *New Kid*, the elements of a hopeful mother and a new classmate were present; however, the classmate was welcoming in the respondent's story.

Respondent 9 also chose to create a positive story. The story begins with the respondent waking up in his bed and being afraid of the first day at the new school. When he arrives at the school, he has nothing to say to his new classmates, but he goes through the day without any trouble. At the end of the day, the respondent arrives home and says, "It was no horrible". In this story, no communication between the respondent and the new classmates occurred, reflecting the foreignness of the environment and the differences between the respondent and the rest of the school children.

Overall, the respondents have reflected on some of the intended themes, such as the fear of the unfamiliar, the difficulty of starting personal relationships with strangers, and the problems people can have when trying to fit in a new community. However, what was not mentioned in any of the respondents' work were any cultural aspects. From this, we surmise that the respondents have understood some of the key aspects of the first chapter of *New Kid*, but they did generally not have culture at the front of their minds. This is understandable since the respondents all come from a homogeneous society. However, they did not include any of the linguistic or cultural aspects, begging the question of whether they understood that these factors play important roles in the topic of New Englishes.

In this chapter, we have presented the findings from the practical research, conducted to answer the research question: How can literature be used in the EFL classroom to introduce the topic of New Englishes to learners? Furthermore, the research also dealt with the question of whether or not literature is suitable as a medium for the introduction of the topic. The initial findings have informed us that the selected group of respondents were neither habitual readers nor interested in literature and their knowledge of New Englishes was none to very basic. Based on this information, the selection of a graphic novel as the reading material was more than suitable for the chosen group of learners. In the action research cycle itself, the respondents appeared to be the most interested in the information about English around the world and the spread of English. They actively participated in the discussion and expressed surprise at the new findings. The respondents also had few problems with understanding the text and claimed to have been interested in the story. However, in the post-survey questionnaire, several issues arose. Many of the respondents believed that it was important which variety of English a person spoke and they were not interested in learning additional information about the Englishes around the world. In the individual work the respondents have been assigned, they did not include any cultural or linguistic factor, concentrating on interpersonal relationships and the fear of not fitting in.

The Results and Commentaries chapter presented the results from all the research tools which were utilized—the pre-survey questionnaire, lesson materials, post-survey questionnaire, and individual work of the respondents. The results were included and commented on, drawing parallels between the findings and the theory in the theoretical part of this thesis. Some of the important themes and issues which had appeared during the research cycle were also described and commented on. The next chapter concerns itself with the pedagogical implications of the research, its limitations, and further suggestions on how the research can be expanded.

V. IMPLICATIONS

This chapter will discuss the implication of the research for the practice and also further research. It is divided into three sections—Pedagogical Implications, Limitations of the Research, and Suggestions for Further Research. The first section contains information applicable to education and relevant either to teachers or learners. The second section discusses the problems and weaknesses which had surfaced during the research and explains the reasons why the research should not be generalized. In the last section, the options of how the research can be continued or improved are included.

Pedagogical Implications

This section discusses the information from the research that can be relevant to teachers or learners. One of the most positive findings was how interesting the learners found the topic of New Englishes and English around the world. Even learners who normally display little to no interest in English education were intrigued by the map of the spread of English over the world and the list of countries where the most English speakers live (Appendix D). This kind of lesson opening seems to be well-suited for teaching the topic of New Englishes—it is easy to prepare, visualizes the information and engages the learners in an immediate discussion. Furthermore, it also gives the learners an opportunity to show their knowledge—the learners who knew that the correct answer to the question about the reasons for the spread of English was colonialism were very eager to share the information with the rest of the class.

Another finding is that the selected text for the lesson, a chapter from the graphic novel *New Kid*, was suitable for the level of the learners. They have previously expressed in the pre-survey questionnaire that they did not read in English because they did not think they would understand the text (aside from the reason of not reading at all). However, a majority of the learners answered in the post-survey questionnaire that they did not have any problems with understanding the text. The story itself has also intrigued most of them, although not enough for the learners to express a desire to read more of the story—which is, however, expected of learners, as they often do not want to do anything additional to what is required of them. Nevertheless, it is assumed that following the individual task by reading more of the story and comparing the actual tale with the stories the learners have created in their individual work would be beneficial to them and might interest them since it would be connected to their creations.

The True/False statements have proved to be quite useful tools for checking reading comprehension because they offered the opportunity to discuss the answers and discover where the misunderstandings were created. However, it is important to select the information that can be better interpreted from the text—the question about Liam Landers being excited to meet Jordan was ambiguous and confused many of the learners. However, the selection of the statements was otherwise fitting, as well as the additional questions at the end, which were only answered verbally by the whole class. In retrospect, and also regarding the sentiments the learners have expressed in the post-survey questionnaire, these questions may be better suited to be worked with in a group.

Limitations of the Research

One of the major limitations of the research and the reason why this research cannot be generalized and taken to be a representative of the learners' response to the topic is that each group of learners is different and responds differently to individual activities and tasks. The group of learners which was selected for this research had a considerably mixed proficiency in English, with some learners being fluent or nearly fluent in both spoken and written English, some with a high proficiency in spoken English while having noticeable difficulties with written language, and others being barely able to speak in complete sentences. As was revealed in the pre-survey questionnaire, the learners also did not have a good relationship with reading and literature in general—there were no learners in the group who would enjoy reading and read in their free time. This was likely partly caused by the fact that the learners at Základní škola Blovice are distributed into English groups based on proficiency, so at the beginning of secondary education, learners who have high English proficiency partially correlate with the group of learners with high reading proficiency. These learners are then distributed into the first and second groups, and the fourth group (which was the one where the research was conducted) does not include learners with high reading proficiency at all.

Another major limitation of the research was time. The beginning of the research, the pre-survey questionnaire identifying the respondents and collecting their preceding knowledge of the topic, and the opening part of the lesson, went as expected and interested the learners. However, there was not enough time in one lesson to successfully include the opening lecture and discussion sequence, the reading and the while-reading tasks, and all the post-reading tasks. There should have been more time to read the text and search for unfamiliar expressions. After the learners have completed the True/False statements, there

ought to have been an opportunity to connect the information from the story to the theory from the beginning of the lesson. The way the lesson had gone left a gap between the two themes—New Englishes and Jordan's story. However, if there had been an opportunity to discuss the implications of different ethnic groups in one country speaking the same language but in different varieties, it would have provided the missing link that would connect the aspects of language and identity.

It would have also been beneficial for the learners to return to the story after they have completed their individual task and read about how Jordan had experienced his first day at a new school. It could showcase the fact that the learners did not mention cultural and linguistic issues in their individual work because the cultural issues are discussed in the graphic novel *New Kid*. A discussion about why the main character experienced these issues and the learners did not think of including them could follow. Another problem connected to the insufficient time was the fact that there was no time to have the learners look for non-standard expressions in the text. This was alluded to in previous chapters; instead of leaving the task to the learners as was intended, the expressions were simply presented to them by the teacher, due to the lack of time and the approaching end of the lesson. This prevented the learners from committing the new information to their memory since they did not work with it in any manner.

One more issue arose in the post-survey questionnaire which did not include any questions where the learners would have to, for instance, explain the term new Englishes again, after it was talked about in the lesson, or express their opinions on Jordan's situation. The topic of New Englishes was included, in statements such as *I found the topic New Englishes interesting*, but there should have been an opportunity for the learners to formulate their understanding of the topic. The statements give indirect insight into what the respondents learned in the lesson and do not provide sufficient means of observing the change in the respondents' knowledge and attitude to the topic. In the next cycle of action research, a different kind of data should be collected in the post-survey questionnaire.

Suggestions for Further Research

The research that was undertaken as a part of this thesis was only the first cycle of action research. More cycles are necessary to determine whether the results were not biased based on the selected group of respondents. The following cycles of the research should be modified according to the section Limitations of the Research and conducted with numerous groups of respondents—both with respondents with similar and different

proficiency in English. That means that in the following cycles, more lessons should be dedicated to the topic of New Englishes. The first lesson could be similar, beginning with the introduction of the topic and discussion. Then, the reading would follow, as it did in this cycle of the research; however, it would be followed by a more detailed work with the text and more tasks focused on reading comprehension and the aforementioned activities which would link the reading with the theory presented in the opening part of the lesson.

At the end of the lesson, the learners would be assigned individual work. Nevertheless, we expect there would be more creations with cultural or linguistic features, which had been expected in the initial cycle as well, but the theoretical foundation for the learners to be capable of doing so was found to be lacking. In the next lesson, the learners' creations would be reflected on, pinpointing the various aspects the learners have managed to identify and include in their work. After this, the reading of the story would be continued, for the learners to see the conclusion of the story and be able to compare it to their creations. At the end of this lesson, the learners would receive the post-survey questionnaire which would be modified to contain questions about the learners' understanding of the topic New Englishes and the issues connected to different language codes and the varying reception of English varieties in formal contexts.

It would also be interesting to repeat this research in groups with a higher percentage of learners who habitually read in their own time and might therefore be more successful at interpreting the information from the text, or older learners for whom the same may be true. More research into suitable literature titles should also be conducted— the selected material was suitable for the level of the learners and included the themes of non-standard language and code-switching between standard and non-standard language in situations of varying formality, as well as the problematic of different varieties having a varying value in the society. However, it would be interesting to find a story where the central conflict has developed around language.

In this chapter, we described the various implication of the practical research. The implications for teaching were centred around the activities which were engaging to the learners and they have expressed their interest in. The limitations of the research included several problems, the main of which were time and the problems connected with having only one lesson for the action research, as well as the limitations of the specific group of learners and the post-survey questionnaire. In the suggestions for further research, we have focused on the following cycles of action research and on fixing the major problems caused by the limitations.

VI. CONLUSION

This thesis focused on the inclusion of the topic of New Englishes in ELT through literature. New Englishes are a topic which has been gaining importance with the rise of globalization and cross-cultural communication. "New Englishes" is a term referring to the varieties of English which are spoken outside of the traditional English-speaking countries, which have long served as a model according to which English was taught. However, with many authors having developed models which conceptualize the spread of English in the world, dividing the language into circles according to how English has come to be a part of the speakers' daily lives, it has become apparent that the native speaker model of teaching English is no longer applicable. For a while now, English education has aimed to teach English as a lingua franca, with an emphasis on understanding and expressing oneself, rather than imitating the traditionally preferred varieties.

However, the actual state of English education at Czech schools rarely reflects this reality. The curricular documents often include allusions to multicultural and cross-cultural topics, but since the Czech educational system is strongly decentralized, schools are free to devise their School Education Programmes as they wish to, and they tend to keep the traditional model. Therefore, this thesis has attempted to answer the question of how can the topic of New Englishes be integrated into education at Czech schools through literature. This medium was chosen because literature is an authentic material which allows the learners to interact more directly with the language than the materials devised for education do. Authors have varying opinions on the use of literature in education; some cite its use in exposing learners to authentic language and relatable stories while others claim that the stylized language of literature has little use for young learners. Nevertheless, this thesis used the medium of literature to integrate the topic of New Englishes into education because it allows the learners to see the linguistic reality through another person's eyes and allows them to explore thoughts and ideas they may never come into contact with otherwise.

The graphic novel *New Kid* was chosen as the source material for the practical research, both because it is a story of a boy with a hybrid identity who has to enter a new cultural and sociolinguistic environment, and also because of the value of graphic novels to learners. Aside from teaching reading comprehension and critical thinking, as all literary texts do, graphic novels also educate learners in terms of visual literacy and non-verbal storytelling. The learners worked with the text during a lesson which was opened with

theoretical information about the spread of English worldwide and the reasons for its dominance. This introductory sequence was followed by reading and ensuing reading comprehension tasks, resulting in individual work devised to check the learners' understanding of the complex aspects and issues surrounding linguistic identity and cross-cultural communication. The research was preceded by a pre-survey questionnaire which examined the learners' initial knowledge of the topic, and followed by a post-survey questionnaire which measured the learners' level of agreement with several statements about the topic and the lesson.

The practical research proved that the learners found the topic of New Englishes intriguing and quite important. The presented information led them to engage with the topic and discuss its various implications. Most of the learners have expressed the belief that the topic should be a part of their English education. Nonetheless, some of the learners were not engaged in the work connected to reading and expressed the desire to read fewer texts in English lessons. However, since literacy skills and reading comprehension are important aspects of language education, it is evident that these tasks should remain a part of English lessons and perhaps even experience a rise in quantity.

In conclusion, New Englishes is a topic which has been a part of the linguistic reality for a while and it is time it entered into the educational reality as well. The curricular documents often allude to the inclusion of intercultural topics and cross-cultural communication in English lessons; however, teachers tend to focus on the traditional native speaker models, because of familiarity but also due to the lack of quality teaching materials focused on New Englishes. This thesis presents an option for the inclusion of the topic through the use of literature which is another part of English education that is often overlooked even though it teaches essential skills such as critical thinking and creativity to the learners. Therefore, this thesis opens a discussion about how to best integrate these two themes to introduce New Englishes to the learners through the medium of literature which allows them to experience a reality they would normally not come into contact with.

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APPENDIX A

Pre-survey Questionnaire – English version

University of West Bohemia in Pilsen

Pedagogical Faculty

DIPLOMA THESIS QUESTIONNAIRE – NEW ENGLISHES
Author: Bc. Adéla Čuláková

I am a student at the Pedagogical Faculty of the University of West Bohemia and I am working on research concerned with the inclusion of the topic of new Englishes into English education at Czech basic schools. The purpose of the research is to find out how can this topic be presented to learners. I would like to ask you to fill out this questionnaire—it should not take more than ten minutes of your time. All the data gained from this questionnaire will be used anonymously. They will also be handled following the ethical standards of academic research.

Thank you for your time and help.

Identification of respondents

What is your age?   ....

What is your gender? ....

For how many years have you been studying English? (also outside of school) ....

Estimate, how many books do you read per year: ....

Do you read books in English?

    ☐ Yes
    ☐ No – why not: ....

Questionnaire

1. **Have you ever heard the expression „New Englishes"?**
    ☐ Yes
    ☐ No

2. **Try to describe or guess what the expression „New Englishes" refers to.**

3. **Have you ever heard about any of these authors or their works? Check the mark if YES.**
   - ☐ Chinua Achebe – *Things Fall Apart*
   - ☐ Angie Thomas – *The Hate U Give; On the Come Up*
   - ☐ Salman Rushdie – *Midnight's Children*
   - ☐ Tomi Adeyemi – *Children of Blood and Bone*
   - ☐ Jenny Han – *To All the Boys I've Loved Before*
   - ☐ Rupi Kaur – *Milk and honey; The Sun and her Flowers*
   - ☐ Tracy Deonn – *Legendborn*
   - ☐ Elizabeth Acevedo – *With the Fire on High*

4. **Try to estimate in how many countries of the world is English the official or main language.**

5. **Do you know any non-standard or colloquial English expressions?**

Pre-survey Questionnaire – Czech version

Západočeská univerzita v Plzni

Fakulta pedagogická

DOTAZNÍK K DIPLOMOVÉ PRÁCI – NEW ENGLISHES

Autor: Bc. Adéla Čuláková

Jsem studentkou Pedagogické fakulty na Západočeské univerzitě v Plzni a zpracovávám výzkum, zabývající se tématem začlenění New Englishes do výuky angličtiny jako cizího jazyka na českých základních školách, jehož cílem je zjistit, jak je toto téma možné představit studentům. Dovoluji si vás požádat o vyplnění tohoto dotazníku, který nezabere více než 10 minut vašeho času. Veškerá data získaná z tohoto dotazníku budou zpracována anonymně. Zároveň budou použita pouze pro účely výzkumu a výzkumné práce a bude s nimi nakládáno v souladu s etickými standardy akademické práce.

Děkuji za váš čas a ochotu.

Identifikační údaje respondenta

Jaký je tvůj věk? ....

Jaké je tvé pohlaví? ....

Kolik let se učíš anglicky? (i mimo školu) ....

Odhadni, kolik knih přibližně přečteš za rok. ....

Čteš někdy knihy v anglickém jazyce?

    ☐ Ano

    ☐ Ne – uveďte, proč ne: ....

Dotazníková část

1. **Slyšel/a jsi někdy výraz „New Englishes"?**
       ☐ Ano
       ☐ Ne

2. **Zkus popsat nebo odhadnout (v případě, že výraz neznáš), co by výraz „New Englishes" mohl označovat.**

3. **Slyšel/a jsi někdy o některém z následujících autorů nebo jejich dílech? Zaškrtni políčko, pokud ANO.**

☐ Chinua Achebe – *Svět se rozpadá/Things Fall Apart*

☐ Angie Thomas – *Vypálená nenávist/The Hate U Give; Teď je řada na mně/On the Come Up*

☐ Salman Rushdie – *Děti půlnoci/Midnight's Children*

☐ Tomi Adeyemi – *Děti krve a kostí/Children of Blood and Bone*

☐ Jenny Han – *Všem klukům, které jsem milovala/To All the Boys I've Loved Before*

☐ Rupi Kaur – *Mléko a med/Milk and honey; Květy slunce/The Sun and her Flowers*

☐ Tracy Deonn – *Mýtonoši/Legendborn*

☐ Elizabeth Acevedo – *Se špetkou skořice/With the Fire on High*

4. **Zkus odhadnout, v kolika zemích světa je angličtina používaná jako oficiální, nebo alespoň hlavní jazyk.**

5. **Znáš nějaké anglické výrazy, které by mohly být považovány za hovorové nebo nespisovné?**
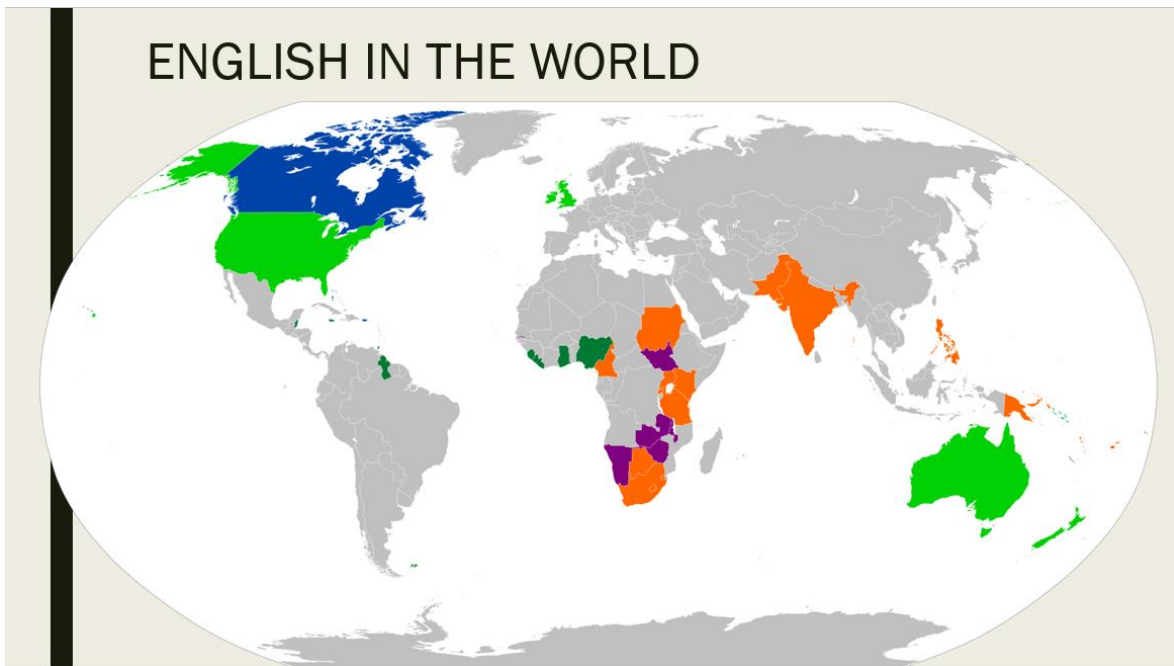
APPENDIX C

Lesson Plan

Lesson objectives: Students understand the position of the English language in the world and the reasons for its predominance. Students can explain the term "New Englishes" and form informed opinions on the inclusion of NE in education.

Table C1

Lesson Plan

Stage	Procedure (What the teacher will do)	Tasks (What the students will do)	Interaction (How the class will be organized)	Aims (What the purpose of the activity is like)	Time (How much class time is dedicated to the activity)
Introduction	Reminds the learners of the pre-survey questionnaire and the topics included in it; says that the lesson will be centred around these topics.	Listen to the teacher, answer questions about their memory of the pre-survey questionnaire.	Teacher describes the topic, asks students questions about the pre-survey questionnaire. Students answer questions.	To remind the students of the topic discussed previously; to introduce the lesson	2 minutes
Presentation + discussion	Present slides with information about the countries where English is an official or main language; explain the term New Englishes	Discuss the new information with the teacher; estimate why the particular countries use English; talk about the English taught at their school	Teacher presents slides with the information, asks questions. Students answer or guess, connect new information with their previous knowledge.	To bring understanding of the position of the English language in the world and the reasons for its predominance; to explain the term "New Englishes"	8 minutes
Reading + True/False statements	Introduces the author and the book, explains basic plot and characters. Explains the task to the students, go over the True/False statements.	Read the text in pairs, with scaffolding (new words and phrases) on the board. Fill in the True/False statements worksheet.	Teacher explains the tasks, presents the scaffolding on the board. Students work in pairs as they are seated, read the text and fill in the worksheet.	To introduce a different linguistic reality to the students through the means of a story; to show the students examples of non-standard language through literature.	20 minutes
Discussion + answers check	Asks students to share their answers to the True/False statements, asks questions which confirm the students' understanding of the text.	Discuss the answers to the True/False statements, discuss questions concerning the text (Appendix 6).	The whole class discussed the answers to the True/False statements with the teacher; answers the teacher's questions about the text.	To answer questions based on the text comprehension; to form opinions on the issues of hybrid identity, different linguistic code, etc.; to be able to identify non-standard expressions in a text.	8 minutes
Post-survey	Administers the questionnaire.	Fill in the questionnaire.	Students fill in individually.	To express opinions and beliefs about the topic.	5 minutes
Individual work	Gives instruction concerning the individual work.	Listen to the teacher, confirm understanding.	Teacher gives instruction about the individual task.	To instruct students about their individual work.	2 minutes

PowerPoint Presentation

Figure D1. Countries where English is used as an official or main language.

Figure D2. Countries with the highest number of English speakers.

New Kid – Sample Page

Appendix E. A page from the graphic novel *New Kid*.

APPENDIX F

True/False Statements

<u>TRUE/FALSE STATEMENTS</u>

You are going to read a chapter from the comics New Kid. The story is about Jordan, a teenage boy starting a new school. Jordan is African-American and he doesn't want to go to this school – he wants to go to Art school.

Read the story on your own or in pairs. There will be new vocabulary on the board and you can use an online dictionary to search for words you don't know.

After you finish reading, complete the following task.

Decide if the statements are true (T) or false (F).

- Jordan wants to be Batman, because he can fly.   T / F

- Jordan's mum is the most excited about the new school.   T / F

- Jordan's dad thinks the school is great, because there is a lot of diversity.   T / F

- The job of a guide is to show new students the school.   T / F

- Liam Landers is excited to meet Jordan.   T / F

- Jordan is embarrassed in front of his old friends.   T / F

APPENDIX G

Questions for Discussion

1. Jordan's dad is very serious about making a good impression on people. Why do you think he does that?

2. Look at some of the tips he gives Jordan before they meet Mr Landers. Do your parents tell you how to act when you meet new people?

3. Why is Jordan's neighbour worried he is being arrested? Did anyone ever think you were being arrested?

4. Jordan and his friends use some non-standard expressions. Search for them in the text. Do you ever use these expressions?

Post-survey Questionnaire – English version

University of West Bohemia in Pilsen
Pedagogical Faculty
DIPLOMA THESIS QUESTIONNAIRE – NEW ENGLISHES LESSON
Author: Bc. Adéla Čuláková

I am a student at the Pedagogical Faculty of the University of West Bohemia and I am working on research concerned with the inclusion of the topic of new Englishes into English education at Czech basic schools. The purpose of the research is to find out how can this topic be presented to learners. I would like to ask you to fill out this questionnaire—it should not take more than ten minutes of your time. All the data gained from this questionnaire will be used anonymously. They will also be handled following the ethical standards of academic research.

Thank you for your time and help.

<u>Identification of respondents</u>

What is your age? ....

What is your gender? ....

For how many years have you been studying English? (also outside of school) ....

<u>Questionnaire</u>

<u>Indicate your level of agreement with the following statements.</u>

1. **I found the story interesting.**

   Strongly agree   Agree   Neutral   Disagree   Strongly disagree

2. **I found the reading tasks engaging.**

   Strongly agree   Agree   Neutral   Disagree   Strongly disagree

3. **I had no problems with text comprehension.**

   Strongly agree   Agree   Neutral   Disagree   Strongly disagree

4. **I found the topic New Englishes interesting.**

   Strongly agree   Agree   Neutral   Disagree   Strongly disagree

5. **I found the genre comics intertesting.**

   Strongly agree   Agree   Neutral   Disagree   Strongly disagree

6. **I would be interested in more information about English around the world.**

    Strongly agree   Agree   Neutral   Disagree   Strongly disagree

7. **I would like to work with literature more in English lessons.**

    Strongly agree   Agree   Neutral   Disagree   Strongly disagree

8. **I think the topic New Englishes should be a part of English education.**

    Strongly agree   Agree   Neutral   Disagree   Strongly disagree

9. **It does not matter which variety of English someone speaks.**

    Strongly agree   Agree   Neutral   Disagree   Strongly disagree

10. **I would like to read the whole comics New Kid.**

    Strongly agree   Agree   Neutral   Disagree   Strongly disagree

11. **I think schools should mostly teach standard British English.**

    Strongly agree   Agree   Neutral   Disagree   Strongly disagree

12. **I would like to focus on different varieties of English in lessons.**

    Strongly agree   Agree   Neutral   Disagree   Strongly disagree

13. **I think school should allow the use of non-standard English expressions.**

    Strongly agree   Agree   Neutral   Disagree   Strongly disagree

14. **Was there anything in the lesson you would change/add/leave out, if you were to participate in the lesson again?**

Post-survey Questionnaire – Czech version

Západočeská univerzita v Plzni
Fakulta pedagogická
DOTAZNÍK K DIPLOMOVÉ PRÁCI – NEW ENGLISHES
Autor: Bc. Adéla Čuláková

Jsem studentkou Pedagogické fakulty na Západočeské univerzitě v Plzni a zpracovávám výzkum, zabývající se tématem začlenění New Englishes do výuky angličtiny jako cizího jazyka na českých základních školách, jehož cílem je zjistit, jak je toto téma možné představit studentům. Dovoluji si vás požádat o vyplnění tohoto dotazníku, který nezabere více než 10 minut vašeho času. Veškerá data získaná z tohoto dotazníku budou zpracována anonymně. Zároveň budou použita pouze pro účely výzkumu a výzkumné práce a bude s nimi nakládáno v souladu s etickými standardy akademické práce.

Děkuji za váš čas a ochotu.

Identifikační údaje respondenta

Jaký je tvůj věk? ....

Jaké je tvé pohlaví? ....

Kolik let se učíš anglicky? (i mimo školu) ....

Dotazníková část

Vyjádřete míru souhlasu s následujícími výroky.

1. Příběh mě zaujal.

Zcela souhlasím   Souhlasím   Nevím   Nesouhlasím   Zcela nesouhlasím

2. Úkoly spojené s četbou mě bavily.

Zcela souhlasím   Souhlasím   Nevím   Nesouhlasím   Zcela nesouhlasím

3. Neměl/a jsem problém s porozuměním textu.

Zcela souhlasím   Souhlasím   Nevím   Nesouhlasím   Zcela nesouhlasím

4. Téma New Englishes mě zaujalo.

Zcela souhlasím   Souhlasím   Nevím   Nesouhlasím   Zcela nesouhlasím

5. Žánr komiks mi přišel zajímavý.

Zcela souhlasím   Souhlasím   Nevím   Nesouhlasím   Zcela nesouhlasím

6. Zajímalo by mě více informací o angličtině ve světě.

Zcela souhlasím   Souhlasím   Nevím   Nesouhlasím   Zcela nesouhlasím

7. V hodinách angličtiny bych chtěl/a více pracovat s literaturou.

Zcela souhlasím   Souhlasím   Nevím   Nesouhlasím   Zcela nesouhlasím

8. Myslím si, že téma New Englishes by mělo být součástí výuky angličtiny.

Zcela souhlasím   Souhlasím   Nevím   Nesouhlasím   Zcela nesouhlasím

9. Nezáleží na tom, jakou variantou angličtiny kdo mluví.

Zcela souhlasím   Souhlasím   Nevím   Nesouhlasím   Zcela nesouhlasím

10. Chtěl/a bych si přečíst celý komiks New Kid.

Zcela souhlasím   Souhlasím   Nevím   Nesouhlasím   Zcela nesouhlasím

11. Myslím si, že na školách by se měla učit hlavně spisovná britská angličtina.

Zcela souhlasím   Souhlasím   Nevím   Nesouhlasím   Zcela nesouhlasím

12. Chtěl/a bych se v hodinách věnovat více různým variantám angličtiny.

Zcela souhlasím   Souhlasím   Nevím   Nesouhlasím   Zcela nesouhlasím

13. Myslím si, že by ve škole mělo být dovoleno používat i nestandardní anglické výrazy.

Zcela souhlasím   Souhlasím   Nevím   Nesouhlasím   Zcela nesouhlasím

14. Pokud bylo v hodině něco, co bys chtěl/a změnit/vynechat/přidat, o co se jednalo?

Instructions for Respondents' Individual Work – English version

<u>INSTRUCTIONS FOR INDIVIDUAL WORK</u>

Identification of respondent: Age: ....

                          Gender: ....

                          How long have you been learning English?..............

Imagine yourself in Jordan's situation. You must attend a new school where you do not know anyone and most of the other students come from a different culture than you. Draw a simple comics where you show how you would feel and act in this situation. Try to express your feelings or the feelings of other members of your family, as it was in the story. You can choose whichever situation – the morning before leaving for school, arriving at school and meeting new classmates, returning home and discussing the day with your family… Only remember to include the fact that you are entering a new environment which is unfamiliar for you and you do not anyone there.

Draw your story on this paper. You do not have to sign the paper.

Instructions for Respondents' Individual Work – Czech version

ZADÁNÍ SAMOSTATNÉ PRÁCE

Identifikační údaje: Věk: ....

                                  Pohlaví: ....

                                  Jak dlouho se učíš anglicky? ....

Představ si sám/sama sebe v Jordanově situaci. Máš nastoupit na novou školu, kde nikoho neznáš a většina ostatních žáků pochází z jiné kultury a společnosti než ty. Nakresli jednoduchý komiks v němž znázorníš, jak by ses v této situaci cítil/a a choval/a. Snaž se vyjádřit pocity sebe i například dalších členů rodiny, tak jako tomu bylo v úryvku, který jsme četli. Můžeš si zvolit libovolnou situaci – ráno doma před odchodem do školy, příchod do školy a setkání s novými spolužáky, návrat z prvního školního dne a probírání dojmů s rodinou… Pouze nezapomeň do své práce zahrnout to, že vstupuješ do nového prostředí, které je pro tebe neznámé a v němž se zatím s nikým neznáš.

Svůj komiks nakresli na tento papír. Úkol není třeba mít podepsaný.
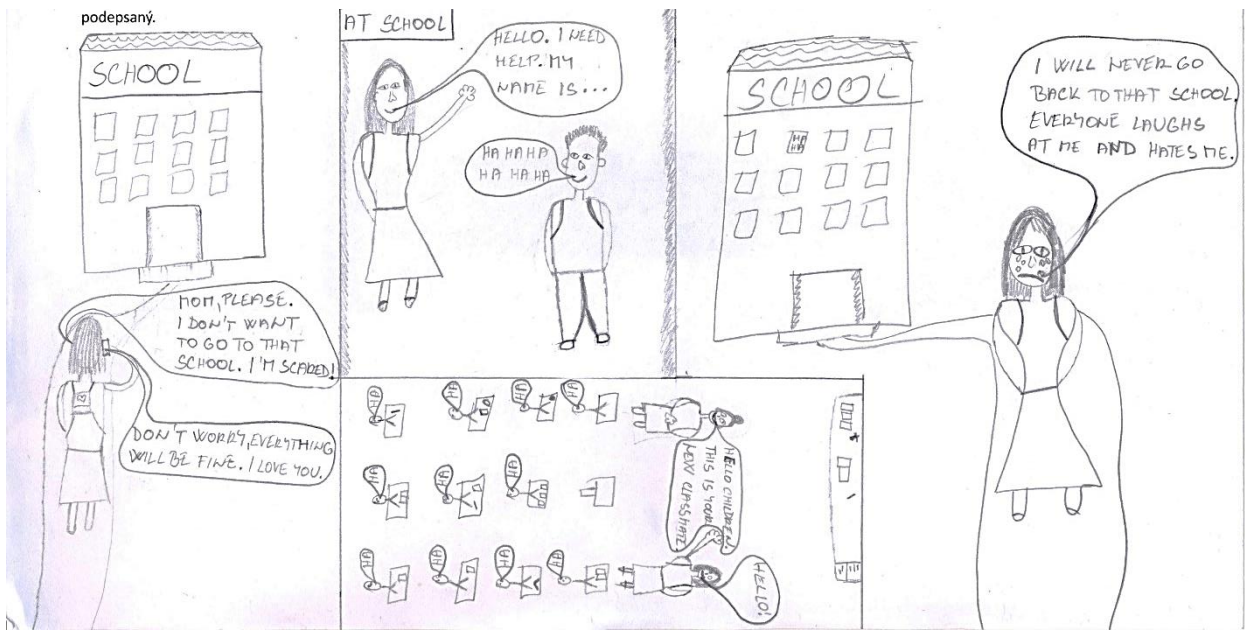
Respondents' Individual Work – Examples

Figure L1. The story of Respondent 3.

Figure L2. The story of Respondent 6.

Figure L3. The story of Respondent 9.

SHRNUTÍ

Tato diplomová práce se zabývá zařazením tématu „New Englishes" do výuky anglického jazyka na základních školách za použití literatury. Výraz „New Englishes" (česky „Nové angličtiny") je používán jako souhrnné označení pro všechny regionální a národní varianty angličtiny, které se používají v místech, kde angličtina není mateřským jazykem většiny populace. Původně se jednalo hlavně o oblasti, kde v minulosti působily koloniální vlivy, dnes má na vznik „New Englishes" vliv hlavně mezinárodní obchod a nutnost mezikulturní komunikace. Kurikulární dokumenty českého vzdělávacího systému (zejména Rámcový vzdělávací program) obsahují mnoho odkazů na témata, která mají k „New Englishes" blízko, realita na jednotlivých školách je ale často taková, že téma není vůbec zařazováno. Tato práce využívá literaturu jako médium k výuce o „New Englishes", protože četba literárních textů u žáků rozvíjí mnohé důležité dovednosti a je v rámci výuky anglického jazyka často upozaďována. V rámci práce byl proveden akční výzkum na české základní škole, kde bylo žákům v rámci jedné hodiny téma „New Englishes" představeno skrz literaturu. Dále byly zkoumány postoje žáků k tématu a jeho zařazení formou dvou dotazníků. Výzkum ukázal, že žáky téma „New Englishes" zajímá a rozšíření angličtiny ve světě je pro ně atraktivní téma. Vzhledem k tomu, že žáci často nejsou zvyklí pracovat v hodinách anglického jazyka s literaturou, někteří z nich vyjádřili své postoje vůči této formě práce jako negativní. Nicméně, vzhledem k mnohým výhodám četby literárních textů, jako je například rozvoj kritického myšlení a kreativity, věříme, že je třeba tento druh práce do hodin anglického jazyka zařazovat a že se díky specifickým vlastnostem literárních textů jedná o vhodný prostředek k výuce tématu „New Englishes".