

Univerzita Karlova
Pedagogická fakulta

DIPLOMOVÁ PRÁCE

2018

Bc. Barbora Míková

Univerzita Karlova
Pedagogická fakulta
Katedra anglického jazyka a literatury

DIPLOMOVÁ PRÁCE

Developing Intercultural Communicative Competence through Reading Witi
Ihimaera's *The Whale Rider*

Bc. Barbora Míková

Vedoucí práce: PhDr. Tereza Topolovská, Ph.D.
Studijní program: Učitelství pro střední školy
Studijní obor: Angličtina-němčina

2018

Prohlašuji, že jsem diplomovou práci na téma Developing Intercultural Communicative Competence through Reading Witi Ihimaera's *The Whale Rider* vypracovala pod vedením vedoucího práce samostatně za použití v práci uvedených pramenů a literatury. Dále prohlašuji, že tato práce nebyla využita k získání jiného nebo stejného titulu.

Prague, July 2018

.....

Barbora Míková

I would like to express immense gratitude to my supervisor PhDr. Tereza Topolovská, Ph.D. for all the time she devoted to me, for her valuable comments and suggestions and, last but not least, for the encouragement she provided me with. Also, I would like to thank my boyfriend for his technical and mental support.

ABSTRAKT

Tato diplomová práce se zabývá rozvojem interkulturní komunikační kompetence (dále IKK) četbou díla z postkoloniální literatury (Pán velryb od Witi Ihimaera, 2005) v hodinách anglického jazyka. Teoretická část práce podává vysvětlení pojmů jako je interkulturní komunikační kompetence nebo kultura. Také popisuje přínosy čtení v hodinách anglického jazyka. Praktická část práce představuje projekt, který se skládá z celkem dvanácti hodin věnovaných četbě Pána velryb. Cílem projektu je podpořit rozvoj IKK u žáků, zvýšit jejich povědomí o jiných anglicky mluvících kulturách než jen těch tradičně vyučovaných a v neposlední řadě rozvíjet i jejich jazykové dovednosti. Výsledkem projektu je, kromě očekávaného zvýšení IKK, které je však těžko měřitelné, plakát na téma Maorská kultura, který žáci zpracovali.

KLÍČOVÁ SLOVA

interkulturní komunikační kompetence, postkoloniální literatura, čtení, výuka angličtiny, Pán velryb

ABSTRACT

This thesis concerns the development of intercultural communicative competence (ICC) through reading a work of postcolonial literature (*The Whale Rider* by Witi Ihimaera, 2005) in an English class. The theoretical part explains notions such as intercultural communicative competence and culture. It also describes the benefits of reading in ELT. The practical part presents a project consisting of altogether twelve lessons dedicated to reading *The Whale Rider*. The aim of the project is to support the pupils' development of ICC, make them aware of other English-speaking cultures than just the traditionally presented ones and, last but not least, to develop their language skills. The outcome of the project is, besides the expected raised level of ICC, which is, however, hard to measure, a poster about Maori culture realized by the pupils.

KEY WORDS

intercultural communicative competence, postcolonial literature, reading, English language teaching, *The Whale Rider*

Table of Contents

1	Introduction.....	8
2	Intercultural communicative competence.....	10
2.1	Definition of <i>culture</i>	11
2.1.1	Big-C Culture and small-c culture	12
2.2	Interculturality vs. multiculturality	12
3	Competence and communication competency	14
3.1	Intercultural communicative competence in educational documents	16
4	Literature and reading in the language classroom	20
4.1	The benefits of using literature in ELT	21
4.2	The criteria for selecting an appropriate text	24
4.3	Extensive and intensive reading.....	28
5	Definition of postcolonial literature	31
5.1	Postcolonial literature in ELT – example studies	31
6	The Input Hypothesis and The Affective Filter Hypothesis.....	33
7	Practical part	34
7.1	Description of the project	34
7.2	Description of the class	35
7.3	The possible limitations of the project	36
8	Project – reading <i>The Whale Rider</i>	37
8.1	The pre-reading stage.....	37
8.2	The reading stage	40
8.2.1	Reading lesson 1 – procedure and evaluation.....	41
8.2.2	Reading lesson 2 – procedure and evaluation.....	45
8.2.3	Reading lesson 3 – procedure and evaluation.....	49
8.2.4	Reading lesson 4 – procedure and evaluation.....	53
8.2.5	Reading lesson 5 – procedure and evaluation.....	57
8.2.6	Reading lesson 6 – procedure and evaluation.....	61
8.2.7	The pupils’ project – procedure and evaluation.....	65
8.2.8	Reflection of the project	67
8.2.9	Suggestions for further development of the project.....	67
9	Conclusion	69
10	References.....	71

1 Introduction

The traditional concept of English language teaching (ELT) focuses mainly on the development of *linguistic competence* (LC). However, the current worldwide situation in the society shows the need to employ the development of the *intercultural communicative competence* (ICC) as well. The main reason for this approach is the omnipresent globalisation and migration. Thus, in today's world it is not only vitally important to be able to speak a language at an appropriate level, but it is also crucial to teach our students to be able to deal with cultural differences and similarities, raise their awareness of this topic and, last but by no means least, teach them tolerance to the members of other races and nationalities. Also, the cultural and racial diversity of pupils in classrooms has been on the uptrend and teachers should respond to it in an appropriate way and meet their multicultural pupils' needs. Therefore, it is also necessary to educate both skilled and new teachers in the area of intercultural communicative competence because without their knowledge and awareness this issue is hard to transmit.

This thesis researches the possibilities of the development of ICC in ELT through reading a work of postcolonial literature. The theoretical part focuses on the description of the main notions and concepts. Firstly, it defines ICC and its treatment in European and Czech educational documents in order to provide the reader with the necessary background of this issue. Secondly, it presents the benefits of reading when employed in the educational process because reading is an essential component of the project in the practical part of the thesis. Thirdly, it briefly describes postcolonial literature and its use in ELT since a work of postcolonial literature is read as a means of development of ICC in the practical part of the thesis. Lastly, Stephen Krashen's *The Affective Filter Hypothesis* and *The Input Hypothesis* are explained as their crucial points are also employed in the project of the thesis.

The aim of the practical part is to contribute to the development of ICC of lower secondary school pupils through reading postcolonial literature, raise their awareness of intercultural issues, such as colonization and globalization, and also enhance their language skills. The literary work serving this aim is in this case Witi Ihimaera's *The Whale Rider*. This particular book was chosen by the author of the thesis because its main topic is rather uncomplicated but at the same time interesting, the author's style is also mostly accessible and the main protagonist is a child/teenager. There is also a movie adaptation which is used as to support the pupils' comprehension of the topic. The procedure of the project is based on two

hypotheses from the area of language teaching, namely *The Input Hypothesis* and *The Affective Filter Hypothesis* proposed by Stephen Krashen. The end result of the project is a poster mirroring the pupils' newly gained knowledge and competence in the area of Maori culture.

The author's motivation to carry out this project is rather prosaic – she likes teaching and she wanted to merge her theoretical knowledge with the practical one. She is also interested in using literature in her classes and seeing its benefits and the pupils' response. So far, she has only had experience with using graded readers and a number of short abridged texts, so this is a challenge for her. The reasons for choosing postcolonial literature are that it is basically something new but important at the same time in Czech education and it also reflects the author's own interest. She also feels that pupils need to be in touch with other types of exercises and tasks than those that are usually presented in textbooks – tasks developing critical thinking, expressing own attitudes and opinions etc.

In conclusion, the thesis targets at tracing the links between the development of ICC and using postcolonial literature in ELT. Its aim is to raise the pupils' awareness of intercultural issues, develop their ICC and LC.

2 Intercultural communicative competence

This chapter theoretically scrutinises *intercultural communicative competence*. Before the essential terms related to this area are described and explained, the author sees the crucial point in making the distinction between *intercultural competence* (IC) and *intercultural communicative competence* (ICC). As Uličná¹ suggests in her study “Intercultural Communicative Competence: Classification of Models” (32), a great many definitions and models treat the terms as synonyms (especially English-speaking countries). She continues with the clarification of the two terms. According to her, an interculturally competent individual is capable of communication with individuals of a different cultural background in their mother tongue drawing from their previous experience, skills, attitudes etc. Compared to IC, ICC makes it possible for individuals to communicate with other individuals from different countries and of various cultural backgrounds in a foreign language. The ability to use the language appropriately is crucial in this case and it is connected to the knowledge of the foreign culture and its customs, values etc.

Based on this distinction, a clear definition of ICC can be stated. According to Uličná, it is “the ability to work efficiently and appropriately in the interaction with the members of other cultural groups” (33 “Classification of Models” as translated by Barbora Míková). She adds that this interaction often requires foreign language communication competence not only from the point of view of the knowledge of the language itself, but also the ability to use the language appropriately with respect to the social context.

Byram et al. do not give a full definition, they rather present the components of ICC (5). These are: *knowledge*, *skills*, *values* and *attitudes*, where *attitudes* build the foundations of one’s ICC. *Intercultural attitudes*, according to Byram et al., mean the willingness of an individual to relativise their own attitudes, values etc. and admit the possibility that these are not the only correct ones. This is referred to as the ability to ‘decentre’ (5). *Skills* are another essential component of ICC. Byram et al. distinguish several types of skills, such as *skills of comparison*, *interpreting and relating* (relating to the ability to compare and interpret

¹ In the theoretical part of this thesis, two publications by the same author are used. The author is Klára Uličná whose maiden name is Kostková. Although she published her book *Rozvoj interkulturní komunikační kompetence* under her maiden name and the other publication, “Intercultural Communicative Competence: Classification of Models”, under her current name, the author of this thesis refers to her in all cases as Uličná. However, in the list of used sources her name is treated according to the one stated on the publication’s cover.

documents or texts from different cultures) and *skills of discovery and interaction* (relating to the ability to obtain new information and knowledge of a culture and operate with it) (6). Uličná further elaborates on this topic and mentions several models of ICC (for more on this topic see her study). As the models of ICC are not the main focus of this section, only one will be mentioned further on. This model of ICC consists of four basic dimensions: *knowledge, skills, attitudes* and *awareness* (“Classification of Models” 33 as translated by Barbora Míková). It should be noticed that Uličná’s *dimensions* pretty much overlap with Byram’s *components*. These dimensions are contained in the foreign language communicative competence and thus ICC can be considered a natural outcome of the connection of intercultural competence and communicative competence.

Looking at and synthesising the approaches described above, the foundations of ICC are built by *knowledge, skills, attitudes, values* and *awareness*. The author of this thesis believes that developing these components is a life-long process which should be fostered by one’s family, education and society itself. The focus of the practical part of this thesis is the development of ICC in an English language classroom, in other words *in education*.

As one may notice, the term *intercultural communicative competence* (ICC) consists of several terms: *culture, interculturality, communication* and *competence*. This following section of the thesis focuses on the theoretical explanation of the mentioned and related concepts as it creates the essential background of the practical part.

2.1 Definition of *culture*

At first glance, defining the term *culture* might seem as an easy task but after closer inspection one realizes that everyone has a different idea about it. This result is logical as *culture* is in all its senses related to various areas of the human life: art, education, literature, music, food, relationships etc. Uličná in her book *Rozvoj interkulturní komunikační kompetence* suggests that in scientific literature this fact is often illustrated on the metaphor of an iceberg (16). The conscious level (could be referred to as *surface culture*) usually involves notions such as art, music, language, eating habits, behaviour and the like. The unconscious level (*deep culture*) consists of attitudes, belief, emotions, friendships, non-verbal communication and perception of law and order, time, decision-making etc. The word itself comes from the Latin word *cultura* and its initial meaning was to grow crops. The meaning has shifted in the course of time to what is now widely understood under *culture* (*Rozvoj IKK* 15-16).

2.1.1 Big-C Culture and small-c culture

Authors who deal with the topic of culture in ELT, like Kostková and Zerzová, state that the concept of culture can be divided into two categories, so called *Big-C Culture* and *small-c culture*. According to Uličná, *Big C-Culture* consists of the more easily observable cultural notions which could be found in the upper part of the cultural pyramid described above (*Rozvoj IKK 17*).

On the other hand, *small-c culture* “includes cultural aspects both under and above the surface of our cultural sea. Culture means everything in the human life, e.g. belief, system of values, perception of time, traditions, etiquette etc” (*Rozvoj IKK 17* translated by Barbora Míková). This distinction is, however, not entirely black and white. Uličná adds that a great many cultural phenomena, such as communication, may fall within both of these categories (*Rozvoj IKK 17*). This shows that Big C-Culture and small c-culture are interconnected.

Zerzová’s model of ICC differentiates the educational goals in the following manner (10): those developing the knowledge of *Big C-Culture* as *declarative knowledge* and those developing the knowledge of *small-c culture* as *sociocultural knowledge*. According to her, *declarative knowledge* denotes the command of descriptive and factual data, while *sociocultural knowledge* relates to cultural awareness, which further leads to the development of skills, attitudes and values (10).

2.2 Interculturality vs. multiculturality

As Uličná suggests, there is considerable plurality of terminology relating to the area of interculturality (“Classification of Models” 30). The two most commonly used terms are *intercultural/interculturality* and *multicultural/multiculturality*. Other terms referring to this issue are *transcultural*, *cross-cultural*, *international*, *global*, *sociocultural*, etc. This theoretical disunity is, according to Průcha caused by the fact that the relevant terms originate in various scientific disciplines (17). He further adds that there is no national or international codified option.

However, he also points out that the term *multicultural* is mainly used in the USA, Canada, Australia and Great Britain, while the term *intercultural* is associated with the European Union’s terminology. Moreover, Uličná argues and summarises the difference between these two terms: *interculturality* presupposes a process, e.g. intercultural communication, while *multiculturality* stands for a state, e.g. a state of a society (e.g. multicultural London).

However, it does not hint any reciprocal relationships (“Classification of Models” 31). She also talks about the area of education, which is essential for this thesis. She states that the term *intercultural* seems apt in this realm since it focuses on the individual’s ability to reflect their own culture, the support of relationships among cultures and mutual interaction. Thanks to these arguments and since the core of this thesis is in the realm of education, the author of this thesis sticks to the term *intercultural/interculturality* throughout the whole text.

3 Competence and communication competency

Competence is a term that is widely used in a great many areas of human life – education, work, etc. Uličná says that this term is actually overused and sometimes even criticised as a trendy word (*Rozvoj IKK* 22). When someone is referred to as ‘competent’ or ‘incompetent’ to do something, everybody understands what it means. So how is this term defined in scientific literature? *Competence* means “the ability, skill and qualification to realize certain activities successfully” (Průcha et al. 129 as translated by Barbora Míková).

According to Uličná, there can be a certain degree of ambiguousness relating to this term (*Rozvoj IKK* 24). A problem might emerge when talking about *competence* in Czech or English. While English has two similarly sounding terms at its disposal, Czech only has one. English differentiates between *competence* (with the meaning defined above) and *competency* (describing single constituents of *competence* such as *key competencies* which are described further on). In Czech there is only the term “competence” (*competence* as a superordinate term for both *competence* and *competency*).

This term, its characteristics and definition have recently become a very much discussed topic both in the Czech Republic and the European Union. In the realm of education of the Czech Republic, the important curricular document dealing with competences is *Framework Education Programme (FEP)* which focuses on different levels of education. For the sake of this thesis, *FEP* for elementary education (*FEP EE*) is used for reference. *FEP EE* is based on the superordinate curricular document of the Czech educational system called *National Programme for the Development of Education in the Czech Republic*, also known as *White Paper*. This document theoretically describes Czech educational curriculum and describes its features. Regarding the area of *competence* and *competencies*, it says: “A proper balance between the knowledge basis of the curriculum, the development of skills, and the acquisition of attitude and values will be very important. Interlinking of goals, education content and competences will be enhanced, and a stress will be put on the acquisition of key competences” (*National Programme* 40). One of the recommendations for education stated in *White Paper* is ‘to promote the development of key competences as an instrument for transforming encyclopaedic conception of education’ (*National Programme* 41).

FEP EE deals with *key competencies*. Unfortunately, the inconsistency in using the terms *competence* and *competency* can be noted here. While *White Paper* mentions key competences, *FEP EE* describes *key competencies*. Its definition of *key competencies* sounds

following: “Key competencies are a set of knowledge, skills, abilities, attitudes and values which are important for the personal development of an individual and for the individual’s participation in society” (*Framework 11*). According to *FEP EE*, the goal of education is to equip all learners with these being that a lifelong and uneasy process (11).

There are six key competencies distinguished in *FEP EE*: *learning competency*, *problem-solving competency*, *communication competency*, *social and personal competency*, *civic competency* and *professional competency*. This thesis deals with intercultural communicative competence, whose essential part is communication competency (CC). *FEP EE* clearly states what an elementary-school graduate should master in terms of CC, which will be here put in a nutshell (for an in-depth description see page 12 of *FEP EE*). An elementary-school graduate formulates their ideas and opinions logically, coherently and pertinently; listens, understands and responds adequately; uses information and communication means and technology effectively and uses their acquired communication skills for quality communication and cooperation with others.

As the term *competence* and *competency* in the Czech educational environment has been described, a closer look at their treatment in the realm of the EU will now be taken. The fundamental document in the field of language teaching in the EU is the *Common European Framework of Reference for Languages (CEFR)*. Its aim is to provide a common basis for the elaboration on language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe (1). The introduction goes on: “It describes in a comprehensive way what learners have to learn to do in order to use a language in communication ... The description also covers the cultural context in which language is set” (1). This already hints the intention of CEFR to develop not only *communicative competence*, but also *intercultural communicative competence*.

CEFR defines *competences* as “the sum of knowledge, skills and characteristics that allow a person to perform actions” (9). Regarding the relationship of ELT and competence it states that language learning and its use consist of actions taken by individuals who develop general and communicative language competences (9).

General competences relate to actions of all kinds, including language tasks. There are great many general competences (for the detailed list see CEFR pages 101-108) and those relevant to the topic of this thesis are considered: *declarative knowledge* (containing *knowledge of*

the world, sociocultural knowledge and intercultural awareness) and *skills and know-how* (containing *practical skills and know-how, intercultural skills and know-how*).

Communicative language competences (CLC), according to *CEFR*, directly relate to language and using its means. General competences lay the foundations for bringing CLC into realization. It consists of the following components: *linguistic competence, sociolinguistic competence* and last but not least, *pragmatic competence*. For the detailed list of CLC see *CEFR*, pages 108-130.

To sum up, as was shown on the example of *FEP EE* and *White Paper*, the terminology describing the terms *competence* and *competency* is treated inconsistently in educational documents, which should be, according to the author of this thesis, unified. An important point is so called *key competencies* that are elaborated on in *FEP EE* because one of them is communication competency being the essential part of communicative competence. *CEFR* distinguishes *general* and *communicative language competences*, some of them relating to the issue of interculturality.

3.1 Intercultural communicative competence in educational documents

Now that the key terms relating to ICC, such as *culture, internationality* and *competence*, have been dealt with, ICC itself and its treatment in Czech and international educational documents can be scrutinised. Again, *Framework Education Programme for elementary education* and the *Common European Framework of Reference for Languages* will be taken into account.

As the name of this section suggests, the look at ICC and its treatment in *FEP EE* will now be analysed. According to *FEP EE*, education is realized in nine educational areas. Language learning (both the Czech and foreign language(s)) fall within the area called *Language and Language Communication* which has the key role in the educational process (17). *Foreign Language* and *Second Foreign Language* build the sub-category of this area. These support the understanding and discovering the facts experienced beyond the mother tongue and provide the learners with language foundations for their communication within an integrated Europe and the world (18). A hint of the focus on the development of ICC in the further description of the sub-category can be noted for several reasons. It states that mastering a foreign language helps diminish barriers and enables the pupils to learn about the differences among people of different cultural backgrounds and traditions. On top of that,

it advances mutual tolerance and understanding and raises the awareness of these phenomena (18). *FEP EE* sets nine objectives in this area, one important being the learners “mastering the basic rules of interpersonal communication in a given cultural environment and developing a positive attitude towards language within intercultural education” (*Framework 18*).

However, after a closer inspection of the educational content presented on pages 23-25 in *FEP EE*, no particular topics are focused directly on the development of ICC. This is seen by the author of the thesis as a pity and it should be worked on since the topic of interculturality is becoming more and more burning in today’s society.

Another area which is introduced in *FEP EE* is the so-called *Cross-Curricular Subjects* (CCS) (91). Their purpose is to bring the learners face to face with the current issues of the contemporary world. They focus primarily on the area of attitudes and values and they promote individual work as well as mutual cooperation. These subjects are a compulsory part of elementary education. However, the selection of the topics and the teaching methods fall within the competence of each individual school. There are altogether six CCS. Those dealing with the development of ICC are considered *Education towards Thinking in European and Global Contexts* and *Multicultural Education*.

Thinking in European and Global Contexts is a subject bringing the European dimension into education and emphasises global and international thinking and understanding. It shows the learners the aspects and possibilities of living in the European and international area (96). This subject could be implemented in the educational area *Language and Language Communication* which is described above. The knowledge of the Czech language is supposed to facilitate foreign language learning “whose knowledge is key for mutual communication and in understanding learning about the cultures of other nations” (*Framework 96*). From the point of view of ICC, the most important stated contributions of this CCS are following (for the exhaustive list see page 97): development and integration of the basic knowledge essential for tolerance between nations, finding common features and differences between cultures, helping to overcome stereotypes and prejudices and forming “positive attitudes towards otherness and cultural diversity” (*Framework 97*).

Multicultural Education (ME) is another CCS relevant from the perspective of ICC as it promotes development of phenomena such as justice, solidarity, tolerance, respect and understanding the increasing presence of social and cultural diversity. Generally speaking,

it familiarizes the learners with cultural diversity and different traditions and values. Thanks to this, the learners become more aware of their own cultural background, traditions and values. *ME* can be applied in all educational areas. The prominent position, however, is held by *Language and Language Communication*. There are two areas in which *ME* may possibly be contributing. These are: the *area of knowledge, skills and abilities* and the *area of attitudes and values*. The shortened list of the intended contributions of this cross-curricular subject is paraphrased here as it is seen as vital for ICC development from the point of view of the educational documents.

In the *area of knowledge, skills and abilities*, this cross-curricular subject provides the learners with fundamental information on the diverse ethnic and cultural groups living in Czech and European societies. It makes use of the information for the learners' better orientation in a pluralistic society and teaches them to cooperate and communicate with members of different cultural and social background. Its purpose in this area is also to teach the learners to accept others' opinions, attitudes and different interests and realize that there is no superior culture and society. Attention to the issue of racial intolerance and xenophobia is also paid (*Framework 98-99*).

Regarding the *area of attitudes and values*, the following objectives are considered essential from the point of view of ICC (for the full list see page 99). In this area, *ME* primarily teaches the learners that diversity should be seen as an opportunity for their enrichment and not as a source of conflicts. It fosters tolerance and respect towards members of a different cultural and social background and, last but not least, it "stimulates, influences and corrects" the learners' value system (*Framework 99*).

The thematic areas of *Multicultural Education* depend on the current situation in the society and the selection of the topics is the subject of agreement among teachers and between teachers and pupils. The possible thematic areas are following: *Cultural differences, Interpersonal relations, Ethnic origin, Multiculturalism* and *Principles of social conciliation and solidarity* (*Framework 99-100*). The fact that this *CCS* is rather flexible in the sense of its employment in the educational process gives teachers more opportunities and space for immediate reactions to current issues as well as for continuous development of the above phenomena (such as respect, tolerance etc.). Considering the practical part of this thesis, development of ICC in an English classroom through reading a work of postcolonial literature, *ME* will be employed mainly in the *area of attitudes and values*.

So far, the approach to ICC in the Czech curricular document has been described. Now a closer look at its conception in the European document will be taken. The *Common European Framework of Reference for Languages* says that during the process of learning a new language, the pupils do not cease to know their mother tongue and culture. They simply start to combine the known and newly acquired competence and thus become *plurilingual* and develop *interculturality* (*Common Framework* 43). It states that both linguistic and cultural competences of each language mutually influence. This process contributes to “intercultural awareness, skills and know-how” and supports further language learning and obtaining new cultural experiences (*Common Framework* 43).

CEFR distinguishes *General competences* and *Communicative language competences*. Both have already been introduced. When focusing on ICC, the area of *General competences*, and especially the one called *Intercultural awareness (IA)*, should not be omitted. However, this topic is not much elaborated on. *CEFR* states that *intercultural awareness* is produced by understanding the similarities and differences between the “world of origin” and the “world of target community” (*Common Framework* 103). *IA* consists of both the awareness of regional and social diversity in both worlds and it also contains the awareness of a greater amount of cultures than those carried by the learners’ L1 and L2.

This section has presented an overview, description and explanation of the key terms of this thesis, such as *culture*, *competence*, *intercultural communicative competence*, *interculturality* etc. It also describes how the development of ICC is approached in both Czech and European educational documents. It is apparent, from the above description, that the term *intercultural communicative competence* as such is not included in these documents – it is rather connected to key competencies, educational areas or cross-curricular subjects.

4 Literature and reading in the language classroom

This chapter is dedicated to literature in general and its use in a language classroom. As the practical part of the thesis investigates the possible development of ICC through reading a work from postcolonial literature, it is seen as necessary to pay attention to the theoretical background of using literature in English classes. The following issues will be described: the brief historical overview of using literature in ELT; the arguments in favour of using literature in ELT and the added values of this approach; the criteria for selecting an appropriate reading material; the difference between extensive and intensive reading and, last but not least, a part of this section is dedicated to postcolonial literature and its use in the language classroom. Also, the link between using postcolonial literature and developing ICC is explored as a starting point for the practical task of the thesis.

In the publication called *Teaching Literature* (1991), Carter and Long distinguish two ways of using literature in a language classroom. Literature can either be *studied* or used as a *resource* (Carter and Long 3). The study of literature involves reading literature in order to become qualified in literary studies. The advantage of such an approach is that it promotes the understanding of literature as a body of literary works within the specific historical, social and cultural contexts. Compared to the former approach, using literature as a resource is viewed as a less academic (although not less serious and demanding) approach. It creates opportunities for linguistic practice which might be more motivating and interesting for the learners than using regular exercises in coursebooks. In other words, literary texts, such as narrations, might be used as a resource for e.g. the practice of past simple in a more enjoyable and memorable way. Carter and Long claim that literature is a proper and useful resource for language teaching as it may support personal development, raise self-awareness and sensitivity and, lastly, enhance the understanding of the world around us (3-4). For the purpose of the practical part of this thesis, the latter approach, *literature as a resource*, will be adopted since a work of postcolonial literature will be used as a means of development of ICC and language skills. Selected parts of this literary work, Witi Ihimaera's *The Whale Rider*, will serve as a resource for language exercises and practice.

Literature in ELT now and then

It is an undeniable fact that literature and language are two inseparable phenomena. It is impossible to read literature without the knowledge of a certain language and, vice versa, when dealing with language on everyday basis it is rather unlikely to avoid some kind of

literature. Koutsompou in her study “The Use of Literature in the Language Classroom: Methods and Aims” (2015) supports this idea by saying: “Literature is constituted by language and it represents one of the most recurrent uses of language” (74). Let us now have a brief look at the historical development of the role of literature in ELT as described by Koutsompou (74-75), whose paper explores the methods and aims of the use of literature in a language classroom. In the following lines, the methods embracing authentic literary texts in language teaching are introduced. Literature was the essential component of the grammar translation method (GTM). Original texts were used for translations into mother tongue, illustration of grammar rules and introduction of new vocabulary. A crucial fact is that the literary content was of no importance. Nowadays ELT is dominated by the communicative principle (CP) and there has been a great revival of using literature in ELT. Some of CP’s currents, namely developing communicative competence, can be realised thanks to using literature since reading is a communicative activity and texts represent examples of an authentic language use.

With respect to the CP, the current tendency in English teaching, the practical part of the thesis will incorporate extracts of an original literary text into an English classroom. They will serve as the source of practice of language skills and as a means of development of ICC. Taking a look at the methods rejecting using literature in language teaching, the following are worth mentioning. After GTM fell in disuse, there was hardly any interest in employing literature in language classrooms because the structural approaches to language teaching treated literature as outdated. Later on, the essence of the functional-notional method was communication. Literature was not seen as a sample of an authentic language in use and supposedly lacked a communicative function.

Now that a brief outline of the changing perception of using literary texts in language teaching has been given, it is necessary to have a look at the reasons why integrate literary works into the language classes.

4.1 The benefits of using literature in ELT

This section explores the reasons why literature should be incorporated in language teaching and what the benefits of this approach are. The issue of this approach seems to be a very much described and discussed issue among the authors of articles and publications (see Koutsompou, Rygiel, Lazar etc.). Some of the ideas are presented in the following lines. One

of the books devoted to literature and language teaching which is used as a reference in this thesis is *Literature in the Language Classroom* (1987) by Collie and Slater. Their set of arguments in favour of using literature in ELT is now briefly presented (2-6). The authors claim that literary works are mostly not fashioned for the specific purpose of language teaching and thus literature is perceived as, firstly, a *valuable authentic material*. Recent coursebooks and other materials often contain authentic samples of language, such as timetables, city plans, restaurant menus, advertisements, newspaper and magazine articles etc. and literature complements them. The authors stress the contributions of literature “especially once the initial ‘survival’ level has been passed” (4). Moreover, literary works are primarily intended for native speakers and by reading these texts the learners get the chance to become familiar with various conventions of the written mode, such as narration, argument etc. The author of this thesis sees this point as an important one because reading different types of texts offers the learners the opportunity to get acquainted with writing conventions which vary across languages.

Secondly, literary works might serve as a means of *cultural enrichment*. Nowadays, in the era of open borders, globalisation, and migration, learning a language does not only refer to learning grammar, lexis etc. As has been mentioned in the chapter concerning ICC, studying the cultural background of a language is of equal importance. According to Collie and Slater, the best way to approach literature is to see it as a complement to other materials which are usually used to raise the learners’ awareness of the target culture (4).

Thirdly, the aspect of *language enrichment* is also of great importance. Literature provides the learners with rich context which can make the desired grammar or vocabulary items more memorable. Reading a literary text might also contribute to the learner’s familiarity with word order, possible variety of sentence structures, linking expressions etc. A literary text might serve as a prompt for the practice of oral skills as well.

Lastly, Collie and Slater claim that literature can be of great use regarding the *personal involvement* of the readers. “Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system. When a novel, play or short story is explored over a period of time, the result is that the reader begins to ‘inhabit’ the text” (6). They believe that reading can have a beneficial effect on the whole learning process as long as the reader is constantly kept well-motivated.

Gillian Lazar's *Literature and Language Teaching* (1993) is the second publication about literature in a language classroom used as a resource for the following lines. Taking a look at his arguments supporting using literature in ELT, there can be seen a considerable overlap with those presented above (15-19). He states several points in favour of using literature in ELT which can be summarised as following. According to him, literature is generally very motivating, authentic and valuable in terms of education (14-15). It also helps the learners to understand other cultures and helps with language acquisition, interpretative abilities and language awareness. Moreover, it is enjoyable, fun and encourages learners to express their opinions and emotions.

In their publication *Teaching Literature* (1991), Carter and Long offer a slightly different perspective when discussing the reasons for teaching and using literature in English classes. They also concern themselves with the question “*Why teach literature?*”. According to them, this crucial question should be answered before even starting a discussion about the place of literature in ELT (1-2). They advance three main models of teaching literature, where each contains a different set of learning objectives for the learner. These are: *the cultural model*, *the language model* and *the personal model* and they should be rather seen as tendencies and are not mutually exclusive (1-3). The models can be summarised as follows: The cultural model of teaching literature enables learners to understand and value cultures and ideologies different from their own. The language model, in this sense, does not only mean that it is used to promote language development as one might assume. What is meant by this is that learners are in contact with some of the subtler and more varied creative uses of the language. The main impulse of language-centred literature teaching is to help students find ways into a text in a methodical way and for themselves. The main aim of the personal growth model is to help learners to establish an *engagement* with the literary texts. This level of engagement is difficult to measure in terms of passing exams in literature, it is rather the extent to which students develop their enjoyment and love for literature beyond the classroom. This personal growth is rewarding and fulfilling in terms of understanding the society and culture. In order to support personal growth, the teacher has to select such texts that the learners are able to respond to and participate in. The text should also make the reading a memorable experience for both the individual and the group (3). The criteria for the text selection are elaborated on in the following section.

To sum up, several arguments for using literature in ELT from different authors have been presented in this section. Generally, it can be concluded that literary texts are considered a source of authentic language full of valuable opportunities for language practice. Mostly they have a positive impact on the learners' cultural and language awareness and their personal growth.

4.2 The criteria for selecting an appropriate text

The previous section is dedicated to the description of the benefits connected to using literature in English classes. However, in order to reach the desired goals and improvement (be it the improvement in the area of grammar, lexis, competences etc.), it is essential to choose an appropriate text. Therefore, this section describes the most important criteria for a successful text selection.

Text selection is a crucial process when using literature in a language classroom. Generally, there are two types of criteria for text selection which can be referred to as *simple* and *complex*. The simple criteria are those that are easily describable and observable, such as the learner's sex, age, hobbies, interests and their emotional and intellectual maturity, and both Lazar (52) and Collie and Slater (6-7) mention them. Collie and Slater put emphasis on whether the selected work is able to arouse the readers' interest and stimulate them to strong reactions (6). They state that the learners are more likely to benefit from reading when dealing with an enjoyable and meaningful material. Therefore, they see it as essential to choose texts which relate to their lives, feelings and dreams.

On the other hand, there are complex criteria which should also be taken into account when selecting a text in a language classroom. Lazar distinguishes three complex criteria: the students' *cultural background*, the students' *linguistic proficiency* and the students' *literary background* (53-54).

Regarding the first criterion, it is necessary to consider to what extent the learners' cultural background will help or hinder their understanding of the text. It means that the learners should have at least some basic knowledge of the cultural background of the text as well. However, some texts which might seem remote in time and space from today's world can still be attractive for the learners. The attractiveness may lie in the topic's relevance to their feelings, relationships and lives, which is in consonance with Collie and Slater's opinion.

According to Lazar, the second area is a complex one (53). Although there could be students who are fluent in English and communicate with ease, it might be difficult for them to cope with the literary language which is often full of metaphors and other rhetorical devices, or otherwise turns away from the usual norms. In this case, according to Lazar, it is useful to consider the following points: whether or not the students are sufficiently familiar with the usual language norms to be able to recognise when they are violated; how much of the language in the text they will be able to infer; whether they enjoy reading the text or rather feel demotivated by its language difficulties (the learners might find the reading motivating despite the difficult language if there is for example a film based on the text etc.) (53-54). Collie and Slater (6) also address the topic of language difficulty and linguistic proficiency. According to them, when there are no exam constraints or no curriculum, it is better to choose texts just slightly above the learners' normal language and reading proficiency as they have to bridge both the linguistic and cultural gap. This point is the subject of discussion when considering the practical part of this thesis. The task is to develop the learner's ICC and language skills through reading excerpts of an authentic literary work. The author of the thesis is optimistic believing that the learners' motivation and the attractiveness of the reading material will help them bridge the above gap. Moreover, the film adaptation of the book will be involved in the classes as suggested by Lazar. The issue of this particular text selection as well as the language level of the learners and the text are elaborated on in the practical part.

Exploring the third criterion, the students' literary background, Lazar states that "there is an interesting relationship between the literary background of the students and their linguistic competence, since the two do not necessarily go together" (54). He means that when selecting an appropriate text, the teacher should consider not only its language level but also its specific literary qualities. As an example, Lazar mentions Ernest Hemingway because his style is linguistically simple but contains a great many hidden meanings, with which the learners might need the teacher's help, otherwise they might misinterpret them (54). There are learners whose interpreting competence is on a higher level than their linguistic competence and they are still able to make sense of a literary work. That is mostly caused by their previous experience with texts that have similar reading conventions as the one they are currently reading. On the other hand, learners with limited literary knowledge and high language proficiency might face the situation when they understand every word but are unable to infer the literary meanings.

Besides the three complex criteria mentioned above, Lazar lists other factors worth considering when selecting a literary text (54-55). These are: *availability of texts*, *length of text*, *exploitability* and *fit with syllabus*.

Carter and Long also suggest criteria for text selection, some of them overlapping with those described above (141-144). A brief list of all the criteria by Carter and Long is presented in order to compare the points of views of different authors. Those directly relating to the practical part of this thesis are described in more depth, those not directly relating to it are just listed². The first criterion, *general availability of the printed text*, basically overlaps with Lazar's criterion *availability of texts*. Carter and Long also consider the price of the selected book.

The second criterion refers to whether *the texts provide a representative selection, however small, of the literature as a whole*. The authors state that because literature in English is so extensive, it is difficult to make a representative selection. The selection should not be too narrow as it might not be attractive for the readers and it might put them off further reading. As an example of such situation, the authors mention reading solely nineteenth-century British novels since such choice is insufficient in terms of representation the literature as a whole (142).

Criterion number three discusses the issue of '*familiar/established/canonical*' text vs. '*unfamiliar/not widely-known*' text. This factor is of great importance to this thesis as the subject of the practical part is using a work of English postcolonial literature in an English classroom. Although the learners need the knowledge of the established literary works and their authors, it may be more appealing for them to study other texts as well. One of the possible reasons for that is, according to the author of this thesis, that the learners might get the feeling that they are dealing with something new and interesting and become motivated.

² The other criteria by Carter and Long are following: *texts related to the country or culture of the reader* vs. *texts unrelated which require background knowledge of an English-speaking country*; *texts contemporary/modern in terms of literary classification* vs. *a) not modern, but with no textual difficulties* and *b) not modern with features of language markedly different from present day English*; *texts conceptually easy for readers* vs. *conceptually difficult for readers*; *lengthy text* vs. *short text*; *text taught for its own sake without overt connection with other texts* vs. *part of a series of an author or period, with an implied progression from easy to difficult* and, lastly, *texts selected for theme or subject matter* vs. *selected for genre or for period*. These are not seen as vital for the practical part of the thesis.

Some of the established texts might actually be perceived as boring and therefore unsuitable for the non-native learners.

The next criterion is closely related to the previous one and also to the criterion *fit with syllabus* suggested by Lazar. It focuses on the *selection restricted by syllabus* vs. *free selection*. Carter and Long say that *free selection* is desirable because then there is a greater chance that the teacher selects texts which are more attractive and appealing to the learners. The possible reason for that might be that the teacher chooses a contemporary and among-the-learners popular text which draws their attention and interests them. Such texts may not yet have been recognized as traditional and so they are not contained in syllabi. But, on the other hand, the traditional syllabi usually contain works by the established authors generally accepted as those deserving the attention. Carter and Long therefore recommend incorporating a variety of texts and inclusion of some not widely-known literary works.

Carter and Long also discuss the decision whether to use a *complete work* or an *extract*. The typical approach is that the teacher chooses the essential parts of the text which are read and analysed in the classroom. The complete texts are usually set for reading at home as there is not enough time to do so during the lessons and selected parts are then analysed in the classroom. The authors suggest that the more extracts the better, though extracts alone are not the goal of literature teaching. They also see the advantage of this approach in the learners' chance to explore a wider range of literary works.

Carter and Long conclude this issue by stating that when selecting a text, it is not easy to fulfil all the above criteria (144). However, they advise to the teacher to consider the "potential appeal" of the text for the learners in all cases (144). Unfortunately, they do not expand on the issue of attractiveness and so there is space left for assumptions. The potential appeal of a text may lay in its topic, readability, age or even graphic design. They also point out that the choice might depend on whether the teacher chooses to foster *intensive* or *extensive* reading. The matter of intensive and extensive reading will be described in the following section. From the above outline of the approaches by different authors some general criteria for successful text selection can be drawn. The text should be both linguistically and culturally approachable for its readers, it should be relevant to the learners' lives, emotions, experiences etc. as well as to their age, interests and overall maturity and, last but by no means least, it should be enjoyable. Again, enjoyability, as well as appeal and attractiveness, are phenomena which are not clearly explained in the scientific literature but

they are tied closely together and their core lies in the area of topic, readability, the learners' current mood and state etc.

4.3 Extensive and intensive reading

The important criteria for selecting an appropriate text in a language class have been outlined in the previous section. However, according to Carter and Long it is also necessary to take into consideration which type of reading the teacher wants to employ (144). Generally, there is a distinction between *extensive* (ER) and *intensive* reading (IR). The aim of this section is to explain the essential differences between the two approaches with respect to the practical part of this thesis as it employs reading as a means of development of ICC. A whole publication called *Bringing extensive reading into the classroom* (2011) by Richard Day is dedicated to the issue of extensive reading and from this thesis author's point of view is seen as a valuable source of information and inspiration for a classroom use.

Let us now have a closer look at extensive and intensive reading and compare their traits according to Day (12-13). Talking about intensive reading, generally there are three approaches to foster it. The first approach is *grammar translation*, which means that the learners read and translate short (and often difficult) texts into their mother tongue and then they study the grammar rules. This approach focuses on the word- and sentence-level. Day states that it is necessary to distinguish between reading and translation as they do not mean the same (12). *Grammar translation* approach enhances the students' translating skills (from English into their mother tongue) but it does not promote reading in English. Day claims: "Translation is different from reading – translation is not reading, and reading is not translation" (12). This approach might demotivate the learners in the sense that they may perceive reading in English as mere translating and studying grammar rules. As a consequence, they may end up not reading in English outside the classroom at all.

Comprehension questions and language analysis is the second approach to promote IR. Its core lies in working with usually short and difficult passages and answering comprehension questions. The learners then analyse certain grammatical structure(s) contained in the text (e.g. present perfect or indirect questions). Day sees the problem, again, in the possibility of the learners' text perception as a mere material for grammar study (12). What is more, they do not read enough in order to develop their learning skills.

In the third approach to fostering IR, *comprehension work and strategies*, the learners also answer comprehension questions designed to check the understanding. However, as opposed to the second approach, they then practise various comprehension strategies, such as finding main ideas, recognizing points of view, matching words with their definitions etc. Day comments on it by stating that with this approach the learners do not read enough and, moreover, it “confuses learning to read with reading to learn” (13).

Turning to extensive reading, it can be characterised as reading for pleasure. Learners read a great many easy material (Day suggests graded readers which are described later in this section) which help them learn to read. No grammar study or translations are involved in this approach. ER teaches the learners to turn away from the word-by-word approach favoured in IR and looks rather at the general meaning of the text. ER gives the opportunity to develop a *sight vocabulary*, which means that the learners recognise words automatically by reading the same patterns of letters, words and word combinations again and again. The table below is taken from Day’s publication and offers a tabular overview and comparison of the characteristics of ER and IR.

Extensive Reading	Intensive Reading
overall understanding	100% understanding
read a lot	limited reading
easy texts	difficult texts
fluent reading	word-for-word reading
read for meaning in English	translate into first language
no direct study of grammar	focus on grammar use and rules
no comprehension questions	many comprehension questions
no direct teaching of strategies	direct teaching of strategies
ignore unknown words	use dictionaries

Table 1. *Comparing extensive and intensive reading* (Day 13).

From the above description of ER and IR it is clear that both approaches should be involved in language teaching. The extent to which each of them should be employed in language classes could be a matter of discussion as it is not clearly stated. The author of the thesis

believes that it depends on several factors, such as the learners' needs, the length and focus of the course etc., and it falls within the teacher's authority to decide what and when is the most beneficial approach for the class. Despite ER's time demands, it is an enriching approach which should not be neglected. Day claims that *easy texts* are the material used for ER (13). These are mostly *graded readers*, which are abridged literary works with different language levels and amount of words (for more information about graded readers see Day's book). On the other hand, IR is an approach used very frequently in ELT. It may seem from the description that there are no benefits related to IR and it rather puts the learners off reading in the desired language. However, it is necessary to develop the strategies connected to IR as well and both approaches should ideally be combined in language teaching. The practical part of this thesis focuses on the development of ICC through reading *The Whale Rider*. Some of the techniques from IR, such as finding main ideas or matching words and their meanings, will be used to foster ICC and develop language skills.

5 Definition of postcolonial literature

The aim of this section is to describe what *postcolonial literature* is and how it is relevant to ELT and the development of ICC. Since the practical part of the thesis deals with the link between developing ICC and using postcolonial literature in a language classroom, it also presents a few selected studies conducted on this topic.

According to Bill Ashcroft et al. (*The Empire Writes Back* 2002), the lives of more than three-quarters of the people living in the world have been influenced by the experience with colonialism (1). Literature, alongside with painting, music, dance etc., is considered an important way of expressing the reality of colonialism and the people affected by it. Regarding the term *postcolonial*, Ashcroft refers with it to “all the culture affected by the imperial process from the moment of colonization to present day” (2). Examples of postcolonial literatures are thus e.g. Nigerian literature, Australian literature, Caribbean literature, Indian literature, South African literature, and, last but not least, New Zealand literature which is dealt with in the practical part of the thesis.

5.1 Postcolonial literature in ELT – example studies

Recently, more and more attention has been paid to postcolonial literature in English language teaching. Migration and globalisation are probably the main causes of this phenomenon and there are papers from all over the world that are concerned with it. However, after careful scrutiny of the sources related to this issue, the author of this thesis states that not much has been done in the area of Czech schools and education versus postcolonial literature. Hence, one of the aims of this thesis is to draw the attention to using postcolonial literature in education at different levels and to point to the link between reading the works of postcolonial literature and developing intercultural communicative competence.

For the time being, it is possible to rely on papers and studies conducted on using postcolonial literature in educational context from abroad. Although there are great many studies dealing with this topic, three of them will be briefly mentioned in the following lines as an illustration. The first example of such paper is “How and Why Jamaica Kincaid’s *A Small Place* Can Be Used in the Language Classroom in Sweden” by Mona Safar Tahmas (University Gothenburg, 2015). Her essay deals with Jamaica Kincaid’s *A Small Place* and how it can be incorporated in English classes at the upper secondary level in Sweden. She

claims that both teachers and students need to be aware of Eurocentric tendencies and develop critical thinking and, also, that postcolonial literature provides the opportunity to deal with issues such as colonization and globalization from a non-Western perspective. Another paper concerned with this issue is Behbood Mohammadzadeh's "Incorporating multicultural literature in English language teaching curriculum" (Cyprus International University, 2009). This paper examines how postcolonial literary texts are incorporated in ELT to meet the needs of culturally diverse students. The author claims that by using postcolonial literary theory the teachers will lead their students to understand the Eurocentric representation of dominant and subaltern cultures more effectively, which also develops the students' intercultural communicative competence. The last study concerned with postcolonial literature in English teaching is "A Study on Enhancing the Teaching of English through Postcolonial Text" by S. Radhika and I. S. John Vijaya Kumar (2016). The authors focus mainly on literary works produced in India by Indian writers because most of the works taught in India are of western origin. They attempt to identify the benefits of using texts dealing with issues of social and national importance. Thus, they offer a slightly different but valuable perspective of using postcolonial literature in ELT. The authors created a series of tasks based on excerpts from the novel *The Glass Palace* by Amitav Ghosh.

The project carried out in the practical part of this thesis is supposed to represent a contribution from the realm of Czech education to this topic. In the manner of the previously mentioned authors (Tahmas, Mohammadzadeh, Radhika and Kumar), the author of this thesis decided to employ postcolonial literature because it offers great many possibilities for use in a classroom. The project in this thesis focuses on the development of intercultural communicative competence through reading Witi Ihimaera's *The Whale Rider* (see chapters 7 and 8 in the practical part).

6 The Input Hypothesis and The Affective Filter Hypothesis

The last section of the theoretical part is dedicated to two important hypotheses which are the base of the project carried out in the practical part of the thesis, namely *The Input Hypothesis* (TIH) and *The Affective Filter Hypothesis*. Both these theories were proposed by Stephen Krashen in his monography *The input hypothesis: issues and implications* (1985).

Stephen Krashen is the author of the overall theory of second-language acquisition which comprises of five partial hypotheses, with TIH being the central one. According to Krashen, people acquire language in only one way, which is understanding messages or by receiving ‘comprehensible input’ (2). The theory states that students should be provided with an input which is comprehensible, but at slightly higher level than is their current language one. In other words, the input should represent a challenge for the students, however the comprehension should not be unachievable. Hence, this hypothesis is also referred to *i + 1*. Krashen states that humans are able to understand new language thanks to context, their previous linguistic experience and knowledge of the world (2). But there are other ways to help the students with comprehension of more demanding language. For instance, Rygiel in her “Learning through Reading: Handbook of Literature-based Lessons for ESL” (2016) mentions *auxiliary elements*, such as a video of a fragment of a play (8). Such auxiliary element is also used in the pre-reading stage of the project in this thesis, precisely the film *Whale Rider* by Niki Caro (2002) based on Ihimaera’s book.

The Affective Filter Hypothesis is, alongside with *The Acquisition-Learning Hypothesis*, *The Natural Order Hypothesis* and *The Monitor Hypothesis*, a constituent of Krashen’s second-language acquisition theory. The base of this hypothesis is that the more relaxed and anxiety-free the learning environment, the better the learners’ results. Krashen defines the *affective filter* as “a mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition” (3). To put it plainly, the aim in this case is to have the affective filter as low as possible and to minimize the learners’ stress and fear of failure and thus to maximize their language acquisition or learning. This approach is adopted in the project of this thesis because its author believes that reading is a relaxing activity and the whole project is conducted in an anxiety-free environment.

7 Practical part

This section of the thesis opens its practical part. It presents a thorough description of the project, its aims and the procedure. Furthermore, it provides the readers with the information about the class involved, as well as the project's possible limitations.

7.1 Description of the project

This project focuses on the development of intercultural communicative competence (as defined by Uličná, see chapter 2 in the theoretical part) through reading excerpts from a literary work from postcolonial literature. The book concerned is Witi Ihimaera's *The Whale Rider*, which is an example of New Zealand, precisely Maori, literature. By using postcolonial literature as a means of development of ICC, the author of this thesis intends to provide the pupils with a perspective other than the traditionally presented one. In other words, the intention of the author is to make the pupils aware of English-speaking literature of a different origin than just British or American, which is usually taught in Czech schools. The project reflects the crucial points of the two hypotheses by Stephen Krashen, *The Input Hypothesis* and *The Affective Filter Hypothesis* (see chapter 6).

There are two main reasons for choosing this particular reading material. The author of the thesis believes that the plot is concerned with a strong personal story of a Maori girl that the pupils might find interesting or in some ways relatable. Moreover, it is written in a readable way and should serve as a challenging input for the pupils (which is related to *The Input Hypothesis*).

The project itself consists of a series of lessons dedicated to *The Whale Rider*. The whole procedure can be divided into three parts: the pre-reading stage (filling in a questionnaire, general discussion about New Zealand and Maori culture and watching the movie), reading stage (six lessons dealing with reading excerpts from *The Whale Rider*) and post-reading stage (feedback and creation of a poster). The plan of individual lessons reflects the following structure: each of the reading lessons consists of before, while and after reading. All the individual stages and steps are described in greater detail in a separate section of the thesis. Since the project is theoretically anchored in Krashen's *The Affective Filter Hypothesis*, neither the partial steps, nor the outcome of the project are marked, since the pupils perceive it as stressful.

The aim of the project is to promote intercultural communicative competence through reading postcolonial literature, make the pupils aware of literatures and perspectives other than those of the traditional western canon and make them familiar with terms such as colonization. It goes hand in hand with enhancing their language skills thanks to reading and the tasks related to it, which can be considered a sub-aim of the project. This sub-aim is in consonance with the second hypothesis supporting the project, *The Input Hypothesis*, since the pupils are presented with reading material above their English language level. That is supposed to challenge and motivate the pupils and give them the opportunity to learn new vocabulary items of grammatical structures.

7.2 Description of the class

In order to provide the necessary background for the project, a description of the class involved in it is presented.

The project is being realised in the class 9. C at secondary level of elementary school Základní škola Brána jazyků s RVM, Prague 1. The group consists of nine pupils. The teaching material regularly used in this class is Project 4 third edition and it sets the level of the pupils to A2-B1 according to *CEFR*. The pupils have learned English for four years since their first foreign language at school is French. The level of respective pupils varies from rather poor (precisely two pupils) to those above the average (again, two pupils). The rest of the pupils could be considered average. There is no bilingual or otherwise advanced pupil in this group.

Generally, their overall experience with the English language and familiarity with fundamental grammatical concepts is usually insufficient. In other words, their knowledge does not correspond to the required level. This, according to the author of the thesis, might be influenced by two factors. One factor could be the pupils' lack of interest which might be caused by adolescence, family background, already passed entrance exams to high schools or situational factors, such as boredom, tiredness, physical condition etc. The other factor could be the approach of the previous teacher, which follows from the pupils' working and studying habits and from what the author of the project had the chance to observe during the school year. The author's experience with this class is such that most of the pupils are not used to thinking about ideas and issues and expressing their ideas, they rather just complete clearly stated tasks (e.g. 'fill in', 'write', 'circle', 'read' etc.).

7.3 The possible limitations of the project

As the practical part of the thesis contains a project involving the pupils, the author of the thesis anticipates some possible limitations that might emerge. The smoothness of the work might be influenced by the pupils' irregular school attendance, especially at the beginning of the project when watching the movie as a supporting material. The outcome of the project might be influenced, too, both in terms of the end result (poster) and the expected raised level of ICC. Another limitation is represented by temporal constraints, since the project is being carried out in June, which is the end of the school year. That also brings the irregular timetable, cancelled lessons and possibly the lack of extrinsic motivation because the pupils are going to a high school after the summer holiday, the marks are done and, from their point of view, they do not need to reach great results anymore.

Unfortunately, these limitations are difficult to avoid in school environment and need to be taken into account both during the project and during its final evaluation.

8 Project – reading *The Whale Rider*

This section presents the project of this thesis and describes it in detail. The chosen extracts, tasks and techniques are justified. Each stage is commented on and the end result is presented. Also, the suggestions for further development of the project are outlined.

The project is conceived as a series of lessons dedicated to reading Witi Ihimaera's *The Whale Rider*. It consists of three stages, pre-reading, reading and post-reading stage, which copies Lazar's framework of the division of reading tasks but in a bigger scale (for further information see the section 8.2 The reading stage).

8.1 The pre-reading stage

The pre-reading stage consists of three 45-minute lessons whose aim is to introduce the topic and motivate the pupils for reading. It contains a worksheet with a questionnaire with subsequent watching the movie adaptation of the book (in English with Czech subtitles). The questionnaire was designed especially for introduction to New Zealand culture with focus on New Zealand's indigenous people and their culture, Maori. Its aim is to wake up the pupils' interest in the topic and motivate them for further work. The worksheet also includes a short exercise related to the movie in order to secure the pupils' attention and comprehension. The movie adaptation serves as an auxiliary element and its aim is to give the pupils the background of the book and moderate its higher language level. The worksheet can be seen on the next page. There were seven pupils out of nine taking part in this lesson. The procedure was following:

Task 1: The pupils were asked to write down anything they associate with New Zealand. According to the expectations, the answers contained ideas such as 'nice nature', '*Lord of the Rings*', '*Hobbit*' and 'clean country'. Surprisingly, one pupil answered 'British colony', which was great and it was instantly used for a short discussion about British colonization (the pupils were able to name other colonies as well). There were no misplaced answers in this task.

Task 2: In this exercise the pupils tested their knowledge of New Zealand and Maori culture in a True/False exercise. Some of the questions were chosen intentionally to see how much the pupils remember from previous English lessons (e.g. ex. 3 since the basic facts about Australia have already been covered) and some were purely for reference to the book or movie (e.g. ex. 4). The pupils struggled with statements 1 and 4 and the answers were left

for future clarification once they were encountered in the book or in the movie (statement 1 was clarified right after the movie, statement 4 was revisited in reading lesson 4 while reading exercise 2).

Task 3: In this exercise the pupils were to guess why there is *whale* in the title. The answers varied from “they ride whales”, “someone kills whales and they fight them” and “a nickname for somebody”. All the answers were excepted. After that, the pupils watched the movie. The movie was split into three 45-minute lessons, so at the beginning of each lesson the pupils were asked to say what the movie was about and what happened so far, mainly for those who missed some of the lesson.

Task 4: The aim of this exercise was to secure the pupils’ attention and basic comprehension, however, it turned out to be quite problematic. The pupils struggled with matching the names with their descriptions and with some missing pieces of information. This exercise required the teacher’s guidance.

After watching the movie, there was a short discussion which was supposed to lead the pupils to express their feelings and opinions on the topic and the movie in general. They were also asked to say what if there was something surprising and new to them. All the pupils said that they liked the movie and they all agreed that they had no idea about the importance of whales to Maori people. One pupil was surprised by the main character’s bravery and courage.

How much do you know about New Zealand?

1) When you hear New Zealand, what do you think of? Write down anything that comes to your mind:

2) Decide if the following statements are TRUE or FALSE. Can you correct the false ones after watching and reading *Whale Rider*?

- | | | |
|---|---|---|
| 1. New Zealand mythology is traditionally associated with kangaroos. | T | F |
| 2. <i>Haka</i> is a war dance. | T | F |
| 3. The indigenous people of NZ are called Aborigines. | T | F |
| 4. Another name for NZ is <i>Aotearoa</i> . | T | F |
| 5. Carvings, tattoos or group performances are some of the typical features of Maori culture. | T | F |
| 6. The concepts of <i>tradition</i> and <i>ancestry</i> do not play an important role in Maori culture. | T | F |

3) We are going to watch the movie *Whale Rider* which is based on the novel of the same name by Witi Ihimaera. Read the description:

“A contemporary story of love, rejection and triumph as a young Maori girl fights to fulfil a destiny her grandfather refuses to recognize.” (<https://www.imdb.com/title/tt0298228/>)

Why do you think *whale* is in the title?

4) After watching the movie: Match the names with their characters. Complete the missing pieces of information to each character.

Koro	Pai's grandmother. She is very She loves her husband but sometimes she thinks he is a bit	Pai's uncle. He helps look after
Rawiri		
Paikea (Pai)	Pai's grandfather. He is the chief of the village. He wants his to be the chief of the village after him.	The main character of the story. She lives with her grandparents. She is and and wants to become the chief like her grandfather.
Porourangi		
Nanny Flowers		

8.2 The reading stage

The reading stage consists of six 45-minute lessons based on reading the excerpts from *The Whale Rider*. The reasons for the selection of the individual excerpts are discussed further on. The approach to reading is rather extensive one with features of intensive one (see chapter 6 Extensive and intensive reading). The features of extensive reading are: reading in stress-free environment, reading for overall rather than 100% understanding, no translations of passages or words, no grammar teaching and no marking. The features of intensive reading employed are: comprehension questions, matching words with meanings or using a monolingual dictionary.

Each lesson is divided according to the traditional framework described by Lazar, that is *pre-reading activities*, *while-reading activities* and *post-reading activities* (83-86). According to him, pre-reading activities serve to (1) help the students with cultural background, (2) stimulate their interest in the story or (3) pre-teach vocabulary. While-reading activities help the students (1) understand the plot, (2) understand the characters, (3) with difficult vocabulary and (4) with style and language. Post-reading activities focus on (1) interpretation of the text, (2) understanding the narrative point of view, (3) follow-up writing activities and (4) follow-up fluency practice.

In this project, the while-reading tasks mostly employ different ways of reading (scanning, skimming) and focus on language development (vocabulary practice, writing etc.). The post-reading tasks are those dedicated to developing ICC. Usually they contain tasks to compare the target cultural phenomena of New Zealand, the Czech Republic and the world combined with speaking or writing practice.

Regarding the promotion of ICC, the lessons are divided into three areas according to their topics. Each topic is covered in two reading lessons. The author of the thesis decided for this division because it gives the lessons a better structure and she thinks the pupils perceive it as more coherent. It should also make the final step of the project, creating a poster, easier for the pupils because they will know which topics to refer to. The first topic is *Legends and mythology*, the second *Ancestry and genealogy* and the third *Leadership and the role of women*. The topics are selected so that they are clear to grasp and comprehend in the excerpts, are instrumental for understanding both the story and Maori culture and offer enough space for comparison with other cultures.

Evaluation of the project is an area requiring careful consideration. Measuring the achieved level of ICC is problematic, so the final outcome of the project is a poster, created by the pupils, wrapping up the new knowledge focused on the discussed cultural Maori phenomena. The form of a poster was chosen because its creation is supposed to be enjoyable and the pupils will have a visible result of their work. Also, it can be reused as an educational material. Also, based on *The Affective Filter Hypothesis*, the author of the thesis decided to avoid assessment in the form of marks since it might be perceived by the pupils as stressful and that might spoil the procedure.

8.2.1 Reading lesson 1 – procedure and evaluation

The topic of reading lessons 1 and 2 is *Legends and mythology*. Its aim is to make the pupils familiar with Maori whale mythology and the legend of the whale rider and compare them with other legends from the world and Czech history. In lesson one, there were seven present pupils out of nine.

This particular excerpt was chosen because it introduces the legend of the whale rider crucial for the story. The procedure of the lesson was following:

Before reading task 1 and 2: These two tasks serve as a general introduction to the topic of legends. In ex. 1, all the pupils came up with the correct answer. Task 2 aims at the pupils' realization of various legends they might know from their childhood or from school. The most common answers were "Martin on the white horse", "Golem", "Blaniční rytíři" and "Šemík". One pupil mentioned "serpent" which features in a legend from Northern mythology. Neither the teacher nor the pupils were aware of this, so there was a short extra discussion related to it. The expected answer was "king Arthur and the knights of the round table" from the English area, however, the pupils were unfamiliar with it.

While reading tasks 1 and 2: The aims of tasks 1 and 2 are following: to make the pupils aware of the fact that it is not necessary to understand each and every unknown word in order to understand the basic idea of a text, and to introduce work with a monolingual dictionary. The words that the pupils came up with as unknown and supposedly vital for the text were: *soaring, ecstasy, swirling, wondrous, splendour, propel, fling, spears, gladness, eels, leap*. The pupils were divided into two small groups and were given monolingual dictionaries. Their task was to look these words up, write down the definitions. After this, the whole class was supposed to decide whether or not these words are important in the text. The words the

pupils labelled as key were: *swirling, wondrous, propel, fling, spears, gladness and leap*. This exercise showed the pupils' tendency to translating words even from the monolingual dictionaries, which should have been avoided. Otherwise the pupils reacted well and worked diligently.

While reading task 3: Task 3 practises scanning and is focused on development of language competence. The author took advantage of quite a high frequency of words containing the suffix *-ward*. The pupils were able to guess the meaning from the text and were creative when making other words like this.

After reading tasks 1 and 2: In exercise one, the pupils were supposed to summarize the main features of a legend based on the reading. This turned out to be quite challenging but after the teacher's scaffolding (questions like "Who is featured in legends?" "What are their characteristics?" "Are they regular animals?") the pupils came with answers: "there is a hero", "there is an animal or a beast", "the animal usually speaks" and "it gives some explanation". Task two directly aims at the development of ICC by comparing legends from the world, Czech and New Zealand. Again, the pupils struggled with this. The expected outcome was the comparison of the previously discussed legends with the Maori one, but the only result was that the pupils mentioned "lion", "horse" and "whale".

Generally, it has been observed (and proved in the next lessons) that the pupils respond much better to while reading tasks. The author of the thesis thinks that they are not used to thinking in connections and drawing conclusions.

Topic: **Legends and mythology**

Before reading:

1. *What is a legend? Circle the correct definition:*

- a) a very old story, usually not true, that people tell about a famous event or person
- b) a very old story, always true, that people tell about a famous event or person

2. *Do you know any legends? Discuss in pairs and then share your ideas.*

While reading:

1. *Read the extract from the first chapter of *The Whale Rider*. While reading, underline the words that you don't understand and you think are key for understanding the text.*

The dark shape rising, rising again. A whale, gigantic. A sea monster. Just as it burst through the sea, a flying fish leaping high in its ecstasy saw water and air streaming like thunderous foam from that noble beast and knew, ah yes, that the time had come. For the sacred sign was on the monster, a swirling tattoo imprinted on the forehead.

Then the flying fish saw that astride the head, as it broke skyward, was a man. He was wondrous to look upon, the whale rider. The water streamed away from him and opened his mouth to gasp in the cold air. His eyes were shining with splendour. His body dazzled with diamond spray. Upon the beast he looked like a small tattooed figurine, dark brown, glistening and erect. He seemed, with all his strength, to be pulling the whale into the sky.

Rising, rising. And the man felt the power of the whale as it propelled itself from the sea. He saw far off the land long sought and now found, and he began to fling small spears seaward and landward on his magnificent journey toward the land.

Some of the spears in mid-flight turned into pigeons which flew into the forests. Others on landing in the sea changed into eels. ... But there was one spear, so it is told, the last, which, when the whale rider tried to throw it, refused to leave his hand. Try as he might, the spear would not fly. So the whale rider uttered a prayer over the wooden spear, saying: 'Let this spear be planted in the years to come, for there are sufficient spear already implanted. Let this be the one to flower when the people are troubled and it is most needed.'

And the spear then leapt from his hands with gladness and soared through the sky. It flew across a thousand years. When it hit the earth, it did not change but waited for another hundred and fifty years to pass until it was needed.

2. *In small groups, look the words up in a monolingual dictionary. Were they really key for the text?*

3. *Scan through the text and find all the words with -ward. What does the suffix mean? Can you think of any other words with -ward?*

After reading:

1. Based on what you have read, summarize the main features of a legend.

2. Think of some legends from the Czech and world history. Compare them with this New Zealand one with respect to their characters and animals.

8.2.2 Reading lesson 2 – procedure and evaluation

Reading lesson two is the second one dealing with the topic *Legends and mythology*. It is focused on Maori mythology and the extract was selected because it explains the importance of whales and is written in a readable story-like fashion. Also, it is not considered as too demanding from the language point of view.

Six pupils took part in this lesson and the procedure was following:

Before reading task: The task serves as an introduction of the topic and aims at the pupils attempting to predict what the role of whales in Maori mythology is. However, the pupils were unable to come up with any reasonable guesses.

While reading tasks 1, 2 and 3: The three while reading tasks support the comprehension of the text as proposed by Lazar (see chapter 8.2 The reading stage). Task one contains two comprehension questions, the first one being directly related to the before reading task. Both task one and two were answered without any mistakes. Task three was the most challenging of the three, the pupils were supposed to provide the title for the passage. The titles the pupils came up with were: “Role of whales”, “Whales”, “About whales”, “What are whales doing?” “Whales in the sea”. One weak pupil was unable to contribute. Each title was analysed in terms of grammar and the pupils were asked whether they would change it in some way (e.g. “What are whales doing?” was changed to present simple). Finally, the pupils agreed on the title “Whales in New Zealand”.

After reading task 1: This exercise serves as a follow-up to the previous one, so the pupils were supposed to write a short summary describing the importance of whales to Maori people with the title they made up. This task mirrored the pupils’ language level and abilities as there were two pupils who were incapable of fulfilling the task, two pupils with a decent attempt (they wrote about two or three sentences) and two pupils with a nice summary. One pupil compared whale to a taxi which can be called when a person is in need just like when a man at sea is lost. This was accepted with great elation from both the pupils and the teacher.

After reading task 2: This task aims at the development of ICC by discussion about mythical animals and their role. The pupils came up with the following ideas: “dragon”, “horse”, “unicorn”, “Pegasus”, “wild boar” and “deer”. Unfortunately, they were not able to assign them to a role, the only exception was that “people ride dragons”.

To sum up, this lesson, again, showed that the pupils struggle with tasks where they need to use their imagination, creativity and general knowledge. They responded the best to while reading tasks and seemed bored and uninterested when dealing with before and after reading tasks. The teacher kept on trying to motivate them to overcome the obstacles.

Topic: **Legends and mythology**

Before reading:

1. *We are going to find out more about the importance of whales for the Maori people. Try to guess what role they play in their mythology.*

While reading:

1. *a Read the extract from chapter 7 and answer the two questions:*

Who do whales help?

What is interlock?

The whale has always held a special place in the order of things, even before those times of Paikea. That was way back, after the Sky Father and Earth Mother had been separated, when the God children of both parents divided up between themselves the various Kingdoms of the Earth. It was the Lord Tangaroa who took the Kingdom of the Ocean; he was second in rank only to the Lord Tane, the Father of Man and the Forests, and so was established by them close kinship of man with the inhabitants of the ocean, and of land with sea. This was the first communion.

Then the Lord Tangaroa appointed the triad of Kiwa, Rona and Kaukau to assist the sovereign rule: Kiwa to be guardian of the southern ocean, Rona to help control the tides, and Kaukau to aid the welfare of the sea's denizens. To the triad, two other guardians from the Kingdom of the Land, Takaaho and Te Pu-whakahara, brought a special suit: their offspring had been given lakes to live in, but they preferred to roam the freedom of the sea. The suit was accepted, and this was how sharks and whales were granted habitation of the ocean.

From the very beginning the whale was grateful for this release and this was why the whale family, the Wehengakauiki, became known as the helpers of men lost at sea. Whenever called, the whale would attend the call as long as the mariner possessed the necessary authority and knew the way of talking to whales.

But as the world aged and man grew away from his godliness, he began to lose the power of speech with whales, the power of *interlock*. So it was that the knowledge of whalespeaking was given only to a few. One of these was our ancestor, Paikea.

1. *b Match the mythological characters with their descriptions:*

Kiwa	helps control the low and high tide
Kaukau	protects the southern ocean
Rona	aids the welfare of the sea's inhabitants

2. *Provide the title for this passage.*

After reading:

1. Write a short summary (50 words) describing the importance of whales to Maori people.

2. Can you come up with some examples of mythical animals from the Czech or world culture? What is their role?

8.2.3 Reading lesson 3 – procedure and evaluation

Reading lessons 3 and 4 are devoted to the topic *Ancestry and genealogy*. The aim is to make the pupils familiar with the importance of ancestry and genealogy in Maori culture and to compare these phenomena to the situations in other countries.

This particular extract in lesson 3 was chosen because it illustrates the topic well. Three pupils took part in reading lesson 3. The procedure was following:

Before reading task: This task aimed at the pupils' personal information, which was received well. All the pupils were able to contribute to the discussion and all of them said that they were happy with their names. One girl was named after her father, otherwise everybody else said it was not a tradition in their family.

While reading tasks 1, 2, 3 and 4: All the tasks were, again, designed to support the comprehension of the text. In task one, skimming is practiced. This task turned out to be probably too difficult and the pupils did not manage to come up with the expected answer "about naming Kahu" or similar one. Exercise two focuses on scanning and the task is to underline all the names in the text. This task was fulfilled without any hesitations and the pupils commented themselves that these are Maori names. Task three deals with vocabulary comprehension. Its aim is to show the pupils how to work with vocabulary and definitions in context, so there was a short elicitation of such strategies prior to the task (e.g. to determine the word class, to check the context etc.). The pupils struggled with the words *penitent* and *sulk*, otherwise they did well and worked diligently. Task four aims at the overall understanding of the text and all the pupils corrected the sentences right. There were slight variations in their answers, such as *agree* → *disagree/never agree* and all of them were accepted.

After reading tasks 1 and 2: Given the number of present pupils, the discussion was led in one group of three. These two tasks had gone the best so far. The reason is probably that the pupils find the topic relatable and can proceed from their own experience. In task one, the pupils answered correctly that ancestry plays a much more important role in Maori culture than in the Czech one. In task two, the pupils required a little bit of help from the teacher but, in the end, they reached the following conclusion: In the Czech Republic, children are usually given one first name and it is easy to distinguish male and female names. In GB and USA, it is common to have two or even more first names and it can be hard to distinguish male and female ones (the teacher helped with an example of Blake Lively and Ryan

Reynolds' daughter's name Charlie). And, lastly, Maori names are tricky to distinguish regarding both the gender and the number.

All in all, it was a pity that only three students took part in this reading lesson, since there would be more relevant answers to draw conclusions from. However, the pupils worked well and as has been mentioned above, they probably perceived this topic as more relatable to their life and coped up better even with the pre and after reading activities.

Topic: **Ancestry and genealogy**

Before reading:

Think about your first name and answer these questions: Are you happy with it? Are you named after somebody? If yes, is it a tradition in your family? Discuss in pairs.

While reading:

1. *Skim the extract from chapter four from The Whale Rider. What is it about?*

But that was nothing compared to the fight they had when Porourangi rang to say he would like to name the baby Kahu.

‘What’s wrong with Kahu?’ Nani Flowers asked. ‘I know your tricks,’ Koro Apirana said. ‘You’ve been talking to Porourangi behind my back, **egging him on.**’ This was true, but Nani Flowers said, ‘Who, me?’ She **fluttered** her eyelids at the old man. ‘You think you’re smart,’ Koro Apirana said, ‘but don’t think it will work.’

This time when he went out to the sea to **sulk** he took *my dinghy*, the one with the motor in it. ‘See if I care,’ Nani Flowers said. She had been mean enough, earlier in the day, to siphon out half the petrol so that he couldn’t get back. All that afternoon he shouted and waved but she just pretended not to hear. Then Nani Flowers rowed out to him and said that, really, there was nothing he could do. She had telephoned Porourangi and said that the baby could be named Kahu, after Kahutia Te Rangi.

I could understand, however, why the old man was so against the idea. Not only was Kahutia Te Rangi a man’s name but it was also the name of the **ancestor** of our village. Koro Apirana felt that naming a girl-child after the founder of our tribe was **belittling** Kahutia Te Rangi’s prestige. From that time onward, whenever Koro Apirana went past the meeting house, he would look up at the figure of Kahutia Te Rangi on the whale and shake his head **sorrowfully**. Then he would say to Nani Flowers, ‘You stepped out of line, dear, you shouldn’t have done it.’ To give credit to her, Nani Flowers did appear **penitent**.

I guess the trouble was that Nani Flowers was always ‘stepping out of line’. Even though she had married into our tribe she always made constant reference to her ancestor, Muriwai, who had come to New Zealand on the Maataatua canoe. When the canoe approached Whakatane, which is a long way from our village, Muriwai’s chieftainly brothers, led by Toroa, went to investigate the land. While they were away, however, the sea began to rise and the **current** carried the canoe so close to the rocks that Muriwai knew all on board would surely **perish**. So she **chanted** special prayers, asking the gods to give her the right and open the way for her to take charge. Then she cried, ‘E-i! Tena, kia whakatane ake au i ahau!’ *Now I shall make myself a man.* She called out to the crew and ordered them to start paddling quickly, and the canoe was saved **in the nick of time**.

‘If Muriwai hadn’t done that,’ Nani used to say, ‘the canoe would have been wrecked.’ Then she would hold up her arms and say, ‘And I am proud that Muriwai’s blood flows in my veins.’

‘But that doesn’t give you the right,’ Koro Apirana said to her one night. He was referring, of course, to her agreeing to the naming of Kahu.

Nani Flowers went up to him and kissed him on the forehead. ‘E Koro,’ she said softly, ‘I have said prayers about it. What’s done is done.’

2. *Underline all the names of people in the text.*

3. Read the text carefully and match the words **in bold** to their meanings in the box:

	die
	last minute
	encourage someone to do something foolish or risky
	a small inflatable rubber boat
	feeling of showing sorrow and regret for having done wrong
	be silent and bad-tempered out of annoyance or disappointment
	move with a light irregular motion
	a person from whom one is descended
	a body of water or air moving in a definite direction
	feeling or showing something with grief
	making something or someone unimportant
	say something repeatedly in a sing-song tone

4. Correct the following statements:

Koro Apirana is satisfied with the baby-girl's name. He thinks it is a good idea to name her after their ancestor.

Nani Flowers and Koro Apirana always agree with each other.

Nani Flowers' ancestor is Muriwai and she is not proud of it.

After reading

Discuss in groups:

1. Based on what you have just read, do you think ancestry plays an important role in Maori culture? Compare it to the situation in the Czech Republic.
2. Think about giving a first name to children in the Czech Republic. Contrast it to the situation in NZ and other English-speaking countries (consider for example the number of names, male vs. female names).

8.2.4 Reading lesson 4 – procedure and evaluation

Reading lesson 4 is the second one devoted to the topic *Ancestry and genealogy*. It aims at the pupils' realization of their genealogy and ancestors. Also, the aim is to discuss the importance of genealogy in Maori culture versus in the Czech and other ones.

This particular extract for this reading lesson was chosen because it precisely describes the importance of ancestry in Maori culture. There were four pupils in this lesson and it was conducted in the following manner:

Before reading tasks 1 and 2: These two tasks refer back to the movie because the main characters are mentioned in the excerpt. The first task aims at the clarification of the name of the main character because it differs in the movie and in the book and the teacher wanted to avoid the pupils' confusion. The second task turned out to be surprisingly difficult, the pupils struggled with matching the characters to the names.

Before reading task 3: In this exercise the pupils were supposed to think about their ancestors and try to remember the oldest ones. In addition, their task was to draw a family tree. Drawing the family tree was tricky for some of them, so they were asked to rather focus on thinking about the ancestors. The pupils came up with some nice and interesting stories from their families and everybody seemed to enjoy the discussion.

While reading tasks 1 and 2: Both these tasks serve to support the comprehension of the text. In the first one the pupils were asked about the narrator of the story and all of them answered correctly, which was a pleasant surprise. Task two contains comprehension questions, number 5 and 6 being the problematic ones. Question 6 is a direct reference to one statement in the T/F exercise in the worksheet in the pre-reading stage (see chapter 8.1), however the pupils were unable to answer it nor to infer the meaning from the context.

After reading task: This task aims at the development of ICC by comparing the importance of ancestry and genealogy in Maori and Czech families. The pupils answered unanimously that nowadays genealogy plays a much more important role in Maori families than in the Czech ones. They were also asked to come up with other examples from the world and there were two pupils who excelled in this. One of them mentioned the British royal family and other monarchies and also the period of the Middle Ages as examples of societies where genealogy determines one's life. The other pupil mentioned India and its caste system. All the other pupils seemed interested in and even impressed by these ideas.

To sum up, the author would count this lesson to those that turned out well and successful. Same as in the previous lesson, the pupils had the chance to talk about their lives and personal experience, which probably made the topic easier to grasp. However, the fact that the pupils respond the best to while reading tasks, to which they are used to the most, still holds.

Topic: **Ancestry and genealogy**

Before reading:

1. *Do you remember the main character's name in the movie? Is it different in the book?*
2. *Test your memory! Match the names of the characters from the book to their family relation to Kahu:*

Koro Apirana	Kahu's uncle
Nani Flowers	Kahu's grandmother
Porourangi	Kahu's grandfather
Rawiri	Kahu's father

3. *Sketch your family tree. Who are your oldest ancestors you know or remember? Is there anyone popular or otherwise important in your family? Discuss in small groups.*

While reading:

1. *Read the excerpt from chapter six. Who is the narrator of the story?*

Our genealogy, of course, is the genealogy of the people of Te Tai Rawhiti, the people of the East Coast; Te Tai Rawhiti actually means 'the place washed by the eastern tide'. Far away beyond the horizon is Hawaiki, our ancestral island homeland, the place of the Ancients and the Gods, and the other side of the world. In between is the huge seamless marine continent which we call Te Moana Nui a Kiwa, the Great Ocean of Kiwa.

The first of the Ancients and ancestors had come from the east, following the pathways in the ocean made by the morning sun. In our case, our ancestor was Kahutia Te Rangi, who was a high chief in Hawaiki. In those days man had power over the creatures of land and sea, and it was Kahutia Te Rangi who travelled here on the back of a whale. This is why our meeting house has a carving of Kahutia Te Rangi on a whale at the apex. It announces our pride in our ancestor and acknowledges his importance to us.

At the time there were already people living in this land, earlier voyagers who had come by canoe. But the land had not been blessed so that it would flower and become fruitful. Other tribes in Aotearoa have their own stories of the high chiefs and priests who then arrived to bless their tribal territories; our blessing was brought by similar chiefs and priests, and Kahutia Te Rangi was one of them. He came riding through the sea astride his whale, and he brought with him the life-giving forces which would enable us to live in close communion with the world. The life-giving forces, in the form of spears, were brought from the Houses of Learning called Te Whakaeroero, Te Rawheoro, Rangitane, and Tampere Nui a Whatonga. They were the gifts of those houses in Hawaiki to the new land. They were very special because, among other things, they gave instructions on how man might talk with the beasts and creatures of the sea so that all could live in helpful partnership. They taught *oneness*.

Kahutia Te Rangi landed in Ahuahu, just outside our village, in the early hours of the morning. To commemorate his voyage he was given another name, Paikea. At the time of landfall the star Poututerangi was just rising above our sacred mountain, Hikurangi. The landscape reminded Paikea of his birthplace back in Hawaiki so he named his new home Whangara Mai Tawhiti, which we call Whangara for short. All the other places around here are also named after similar headlands and mountains and rivers in Hawaiki – Tawhiti Point, the Waiapu River, and Tihirau Mai Tawhiti.

It was in this land that Paikea's destiny lay. He married the daughter of Te Whironui, and they were fruitful and had many sons and grandsons. And the people lived on the lands around his home at Ranginui, cultivating their sweet potato and vegetable gardens in peace and holding fast to the heritage of their ancestors.

Four generations later came the great ancestor Porourangi, after whom my eldest brother is named. Under his leadership the descent lines of all the people of Te Tai Rawhiti were united in what is now known as the Ngati Porou confederation. His younger brother, Tahu Potiki, founded the South Island's Kai Tahu confederation.

Many centuries later, the chieftainship was passed to Koro Apirana and, from him, to my brother Porourangi. Then Porourangi had a daughter whom he named Kahu.

2. Answer the following questions. Then compare your ideas in pairs.

- 1) Where did the narrator's ancestors come from?
- 2) What was the name of the high chief of the ancestors?
- 3) What was his other name and why did he get it?
- 4) How did he get to NZ?
- 5) Why is there his carving at the entrance to the meeting room?
- 6) What do you think is Aotearoa?
- 7) Who is the last in the line of the chieftainship?

After reading:

Compare the importance of ancestry and genealogy in Czech and New Zealand families. Could you come up with any other examples from the world?

8.2.5 Reading lesson 5 – procedure and evaluation

Reading lessons 5 and 6 introduce the topic *Leadership and the role of women*. The aim is to make the pupils think about leadership, the characteristics of a leader and the position of women in a society. Also, one of the after reading tasks aims at the pupils' own development.

The excerpt for lesson five was chosen despite its length because it shows well the issue of leadership in Maori culture that is being addressed, leadership. Again, there were four pupils taking part in this class. The procedure was following:

Before reading task: This task serves to introduce the topic and to activate the pupils' previous knowledge. It was expected that the pupils will be able to deal with the question, however, they were not. The task required strong scaffolding from the teacher, mainly in the form of questions, such as: "Have you got a classroom leader?" "Why did you vote for him/her?" "What characteristics does he/she have?" etc. Via this the pupils were able to come up with answers "he is not shy" and "he is not afraid to speak".

While reading tasks 1 and 2: While reading task was deliberately designed as a challenging one, hence the pupils were supposed to work in pairs. Also, the task was made slightly easier by pre-labelling the first and the last paragraph. As it was probably the pupils' first experience with such exercise, a short elicitation and discussion on how to do it preceded the task itself. The pupils were instructed to search for logical continuity of information, indefinite/definite articles, pronoun reference (e.g. *this*) etc. Surprisingly, the pupils handled the task above the teacher's expectation and they only struggled with paragraph *c*. Regarding task 2 and its subtasks, they serve to support the comprehension of the text. There were minor hesitations with the correct answers, otherwise the pupils worked successfully.

After reading task 1: This task relates to the text and the pupils are to list the characteristics of a Maori chief based on the reading. This task turned out to be fail. The pupils were unable to come up with a single answer, so the help of the teacher was required (questions such as "Is he strong or weak?" "Is he brave or fearful?" lead to at least some result).

After reading task 2: This task, aiming at the pupils themselves and their personal development, was, at the beginning, also a failure. The pupils were unable to say what their strong traits are and how these could be developed. The teacher set this task as homework which was then discussed at the beginning of the next lesson. The teacher also pointed out that it is important to think about such issues not only for the pupils to fully appreciate

themselves (which is in the period of adolescence particularly important) but also for their future lives and careers. After thinking about it at home the pupils were able to complete the task, with the ability to listen and help other people being the most common answer. In the end, the task can be considered as successfully fulfilled.

All in all, the author has observed that the pupils mostly failed in tasks which required their active thinking and contributions. This is probably caused by their not being used to such work at school and little previous experience. On the other hand, they tackled the while reading tasks surprisingly well, which is pleasing.

Topic: **Leadership and the role of women**

Before reading:

Think about the leaders in our society and about their characteristics. What makes them leaders? Discuss in pairs and then share your ideas.

While reading:

1. *Read the excerpt from chapter six. Work in pairs and put the paragraphs into the correct order. The first and the last paragraph have been labelled for you.*

1. a. I suppose there were many reasons for Koro Apirana's attitude. For one thing, both he and Nani Flowers were in their seventies and, although Nani Flowers still loved grandchildren, Koro Apirana was probably tired of them. For another, he was the big chief of the tribe and was perhaps more preoccupied with the more serious issues facing the survival of the Maori people and our land. But most of all, he had not wanted an eldest girl-child in Kahu's generation. He had wanted an eldest boy-child, somebody more appropriate to teach the traditions of the village to. We didn't know it at the time, but he had already begun to look in other families for such a boy-child.

..... b. The second event happened one night when Koro Apirana was having a tribal meeting at the house. He had asked all the men to be there, including me and the boys. We crowded into the sitting room and after prayer and a welcome speech, he got down to business. He said he wanted to begin a regular instruction period for the men so that he would be able to learn our history and our customs. Just the men, he added, because men were sacred. Of course the instruction wouldn't be like in the old days, not as strict, but the purpose would be the same: to keep the Maori language going, and to increase the strength of the tribe. It was important, he said, for us to be so taught. The lessons would be held in the meeting house and would begin the following week.

..... c. Kahu didn't know this either so, of course, her love for him remained steadfast. Whenever she saw him she would try to sit up and to dribble some more to attract his attention.

..... d. At that time there was still nothing about Kahu which struck us as out of place. But then two small events occurred. The first was when we discovered that Kahu adored Maori food. Nani had given a spoonful of fermented corn, and next minute Kahu had eaten the lot. 'This kid's a throwback,' Nani Flowers said. 'She doesn't like milk or hot drinks, only cold water. She doesn't like sugar, only Maori food.'

..... e. 'There were so many tests,' said Koro Apirana, 'and some of them I did not understand. But I do know the old man had the power to talk to the beasts and creatures of the sea. Alas, we have lost that power now. Finally, near the end of my training, he took me into his hut. He put out his foot and pointing to the big toe, said "Bite." So I did, and - '

..... f. 'That kid's hungry,' Koro Apirana would say. 'Yeah,' Nani Flowers would turn to us, 'she's hungry for *him*, the old paka. Hungry for his love. Come to think of it, I must get a divorce and find a young husband.' She and all of us would try to win Kahu over to us but, no, the object of her affection remained a bald man with no teeth.

..... g. Naturally we all agreed. Then, in the relaxed atmosphere that always occurs after a serious discussion, Koro Apirana told us of his own instruction years ago under the guidance of a priest. One story followed another, and we were all enthralled because the instruction had mainly taken the form of tests or challenges which he had to pass: tests of memory, as in remembering long lines of genealogy; tests of dexterity, wisdom, physical and psychological strength. Among them had been a dive into deep water to retrieve a carved stone dropped there by the priest.

8. h. Suddenly, Koro Apirana broke off. A look of disbelief spread over his face. Trembling, he peered under the table, and so did we. Kahu was there. Somehow she had managed to crawl unobserved into the room. Koro Apirana's toes must have looked juicy to her because there she was, biting on his big toe and making small

snarling sounds as she played with it, like a puppy with a bone. Then she looked up at him, and her eyes seemed to say, 'Don't think you've leaving *me* out of this.'

2. Read the text again in the correct order and do the following tasks:

2. a List the reasons why Koro Apirana did not like Kahu.

2. b Answer the following questions:

What were the two events that showed Kahu's special gift?

What was the purpose of the instruction of the young boys?

After reading:

1. Based on the text, list the characteristics a Maori chief should have.

2. Think about your own characteristics. How can you develop them to become a role model for other people in the future?

8.2.6 Reading lesson 6 – procedure and evaluation

Lesson 6 is the second one devoted to the topic *Leadership and the role of women* and at the same time the last one from the series of the reading lessons. The excerpt in this lesson is taken from the final chapter of the book and it illustrates the topic well as it shows the transformation of the Maori view of women in terms of leadership. Four pupils took part in this lesson and the procedure was following:

Before reading tasks 1 and 2: Before reading task 1 opens the topic of female leaders. The pupils were expected to come up with answers concerning women leaders from the area of culture, politics etc., however, they were unable to think of any examples. Task 2 relates to the excerpt and aims at the pupils' predictions concerning the characters and what happens. Again, the pupils did not come up with any ideas although they were reminded that they had already seen the movie and that it might help them. To reach at least some result, the teacher asked the pupils whether or not they think the respective main characters will be featured there.

While reading tasks 1, 2 and 3: Task one employs the pupils' predictions and expectations again. All the pupils said that the ending did meet their expectations. While reading task 2 focuses on the development of writing skills while checking the pupils' comprehension of the text. All the pupils rewrote the passage correctly. Suggesting a different ending in task 3 turned out to be too challenging, too, since only one pupil contributed with an idea saying that "she could die".

After reading task: Due to the low number of pupils present in the classroom, the questions were discussed in one small group of four. The questions aim at the development of ICC by comparing the role of women in the world, in the Czech Republic and in Maori culture. The pupils responded well to them and expressed their opinions in the sense that the role of women has recently changed significantly, mainly in the area of jobs and that women currently do the same jobs as men. The pupils all agreed on that there are more women leaders nowadays and the reasons are, according to them, emancipation and feminism. Regarding question 3, one pupil said that Czech society is less rigid than the Maori one and thus Czech women have more opportunities to become leaders.

All in all, this lesson showed some well-done output (e.g. while reading tasks and post reading discussion) as well as poor one (before reading tasks). The causes might be various from the pupils' lack of interest to the fact that it was the last reading lessons and they were

already tired and overwhelmed. The author evaluates the after reading task as successfully fulfilled thanks to the constructive discussion.

Topic: **Leadership and the role of women**

Before reading:

1. *Do you know any female leaders? Are there many of them? Think about the area of art, movies, politics etc.*
2. *We are going to read the very last pages of the story. Which characters do you think will be featured there? What will happen?*

While reading:

1. *Read the excerpt from the final chapter of the book. Does the ending meet your expectations?*

Three days after the sacred whale and its accompanying herd had gone, and after Kahu had been given up for dead, she had been found unconscious, floating un a nest of dark lustrous kelp in the middle of the ocean. How she got there nobody knew, but when she was found the dolphins that were guarding her sped away with happy somersaults and leaps into the air.

Kahu had been rushed to the hospital. Her breathing had stopped, started, stopped and then started again. She was now off the respirator but she was still in a coma. The doctors did not know whether she would regain consciousness.

‘Where is she? Where is my Kahu?’ Nani Flowers cried. ‘She’s here with you,’ Koro Apirana said. ‘Righ here in this same hospital. Me and the tribe have been looking over you both, waiting for you to come back to us. You two have been each other’s strength.’

Koro Apirana gestured to the other bed in the room. The boys separated and, through the gap, Nani Flowers saw Kahu, her face waxed and still.

The tears streamed down Nani Flower’s cheeks. ‘Push my bed over to her bed,’ Nani said. ‘I’m too far away from her. I want to hold her and talk to her.’

The boys huffed and puffed with pretended exertion. ‘Now all of you Big Ears can wait outside the door,’ Nani said. ‘Just leave me and your Koro here alone with our Kahu.’

She was like a little doll. Her eyes were closed and her eyelashes looked very long against her pallid skin. White ribbons had been used to tie her hair. There was no colour in her cheeks, and she seemed not to breathing at all.

The bedcovers had been pulled right up to Kahu’s chin, but her arms were on top of the covers. She was wearing warm flannel pyjamas, and the pyjama top was buttoned up to her neck.

Ten minutes passed. Koro Apirana and Nani Flowers looked at each other, and their hearts ached. ‘You know, dear,’ Koro Apirana said. ‘I blame myself for this. It’s all my fault.’ ‘Yeah, it sure is.’ Nani Flowers wept. ‘I should have known she was the one,’ Koro Apirana said. ‘Ever since that time she was a baby and bit my toe.’ ‘Boy, if only she had real teeth,’ Nani Flowers agreed. ‘And all those times I ordered her away from the meeting house, I should have known.’ ‘You were deaf, dumb, blind *and* stubborn.’

The window to the room was half open. The sunlight shone through the billowing curtains. Nani Flowers noticed that the door was slowly inching open and that the nosey visitors were looking in. Talk about no privacy, with them out there with their eyes all red and the tears coming out. ‘You never even helped with Kahu’s birth cord,’ Nani Flowers sobbed. ‘You’re right, dear, I’ve been no good.’ ‘Always telling Kahu she’s no use because she’s a girl. Always growling at her. Growl, growl, growl.’ ‘And I never knew,’ Koro Apirana said, ‘until you showed me the stone.’ ‘I should have cracked you over the head with it, you old paka.’

Dappled shadows chased each other across the white walls. On the window sill were vases of flowers in glorious profusion.

Koro Apirana suddenly got up from his chair. His face was filled with the understanding of how rotten he had been. 'You should divorce me,' he said to Nani Flowers. 'You should go and marry old Waari over the hill.'

'Yeah, I should, too,' Nani Flowers said. 'He knows how to treat a woman. He wouldn't trample on my Muriwai blood as much as you have.' 'You're right, dear, you're right.' 'I'm always right, you old paka, and –'

Suddenly Kahu gave a long sigh. Her eyebrows began to knit as if she was thinking of something. 'You two are always arguing,' she breathed.

2. *Rewrite the paragraph so that it is true:*

Kahu didn't manage to save the whales and she didn't recover from her sickness. Koro Apirana says it is all Nani Flowers's fault and blames her. He always wanted Kahu to be the chief of the tribe because she's a girl.

3. *Suggest a different ending of the story.*

After reading:

Work in groups and discuss the following questions:

1. Is the role of women in our society changing? How?
2. Are there more women leaders in our society than in the past? If yes, what do you think are the reasons?
3. Do Czech women and women in other countries in the world have more opportunities to become leaders than Maori women?

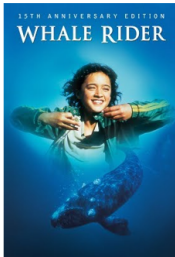
8.2.7 The pupils' project – procedure and evaluation

The aim of the reading lessons described above was to develop the pupils' intercultural communicative competence. The sub-aim was to develop their language competence. ICC is hard to measure and the author decided to avoid assessment in the form of marks as a potential stress factor based on *The Affective Filter Hypothesis* by Stephen Krashen (see chapter 6). Hence, the pupils' final task and the outcome of the whole project was to create a poster displaying Maori culture in which the pupils use their newly gained knowledge and competence. The poster can also serve as a teaching material for pupils from other classes.

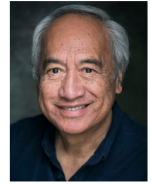
There were three lessons dedicated to the creation of the poster. The first lesson consisted of the pupils' feedback on the reading (see chapter 8.2.8. Evaluation of the project) and of brainstorming ideas what to include in it. Together with the teacher the pupils came up with the following topics: Maori culture, Witi Ihimaera as the author of *The Whale Rider*, whales and leaders. There were four pupils taking part in these lessons, so each of them got assigned one area. The following lesson, the pupils worked on their own, looking up relevant information on the Internet and writing their contributions. The aims of this stage were to, first, use the pupils' knowledge and, second, show them that they should filter the most important and relevant information. The teacher was monitoring and helping if needed. The third lesson, the pupils compiled the poster of the prepared contributions in MS Word. The teacher was helping with the graphic aspect as well as the language aspect, however the pupils' formulations were not changed unless they were entirely wrong. The idea of the blue speech bubbles describing the pictures was the pupils' own and was strongly appreciated by the teacher. The poster can be seen on the next page.

To evaluate the poster, the teacher is happy with the outcome considering the number of pupils taking part in it. Given the course of the reading lessons which was not always the smoothest, the teacher was pleasantly surprised by the pupils' final work on the poster. They worked diligently and seemed to be enjoying the actual creation of something. They were enthusiastic to choose good pictures. Their feedback on these post-reading lessons was positive.

New Zealand and Maori culture



New Zealand (*Aotearoa*) is the island southwestern Pacific Ocean. The indigenous people are the Maori. They speak Maori language also known as *te reo*.



Witi Ihimaera is the first published Maori novelist. He wrote lots of books like "The Whale Rider" what was filmed. It's about a girl from New Zealand who wants to be a leader of the tribe, but her grandfather disagrees.



I'm a Maori warrior! Look at my tattoos. They are typical for our culture.



I'm an example of a typical Maori carved decoration.



Do you know haka? It's our war dance. Check it out on Youtube!

Whales

Whales play a very important role in Maori culture. Them and dolphins are the symbols of friendship, joy and playfulness. It is mostly represented by a whale tail. It is also a tribute to the role of these sea creatures as symbolizations of strength and speed.

The whales protect lost men in sea. Whenever is someone lost in sea they will save him.

The whales are also seen in many legends, for example in legend of Paikea. Paikea with help of the whale arrived in New Zealand.

The leaders of tribes Ngai Tahu and Ngati Porou have a tooth of a whale as a necklace.



Leaders



Maori leaders were always strong, powerful and smart men. Every clan has their own chief.

The chief lead them, he was the one who decided about everything. Even if you don't know what skirt you want to take for a party, the leader helps you.

In their culture, the role of the chief is in the family. It is something like a noble in Europe in the Middle ages. Similarly, if you don't have a boy descendant your noble title just disappears like steam above the pot.

8.2.8 Reflection of the project

This section is dedicated to the overall reflection of the project, both from the author and the pupils.

After finishing reading the extracts from *The Whale Rider*, the pupils were asked to give feedback on how they enjoyed the story, the reading itself and whether they think the whole project was useful for their future life. All of them said they enjoyed the story and the reading. Regarding the pupils' perception of the usefulness of reading this material, they were slightly hesitant to express their opinions. Their answers to the questions "Do you think you will ever use the information you have learned?" and "Do you feel you can now look at cultural issues from a different point of view?" were mostly "I don't know" and "Maybe yes". Hopefully, the pupils will see this differently in the future when they grow out of adolescence and are able to appreciate things more.

The author's feedback is largely positive although there are some observations of rather negative nature. Mostly, they relate to the pupils' ability and willingness to think in connections and think critically. Also, comparing phenomena and drawing conclusions turned out to be problematic for them. However, the teacher is aware of the fact that this might be caused by their previous inexperience with such work and so she does not blame them. On the other hand, the pupils responded well to most of the while reading tasks and even to those which were considered challenging.

Regarding the possible limitations described in chapter 7.3 (such as the end of school year, irregular timetable and the pupils' school attendance), these turned out to be relevant mainly during the project, concretely during the reading lessons. The time constraints and the pupils' irregular attendance were perceived by the author as the biggest limitations.

8.2.9 Suggestions for further development of the project

This section offers ideas about the possible further development of the project. The first idea concerns some variations of the project in terms of the age of the pupils and their language level. It would be challenging to involve more proficient pupils and see whether their participation in the lesson would be more active given their better comprehension of the text. Also, comparison with a group of older pupils could be exciting because they might be able to contribute to the discussions with more personal experience.

The second idea is that a book club could be established in the school. Similar texts to *The Whale Rider* would be read and discussed aiming at the development of ICC or other components of the pupils' personalities. Depending on the age and language level of the pupils, either authentic texts or graded readers would be used.

9 Conclusion

In recent years there has been great boom of migration and globalization in the world. Therefore, it is vital to not only speak a foreign language, but it is also necessary to know its culture and customs, in other words, to build one's intercultural communicative competence. The trend towards the development of ICC is observable in foreign countries, such as Sweden or India. The situation in Czech schools is probably on the very onset of this direction and this thesis is supposed to represent a contribution to the area of the development of ICC in ELT.

The main aim of the project in this thesis is to support the development of ICC through reading Witi Ihimaera's *The Whale Rider*, which is a work of postcolonial literature. Postcolonial literature is a great instrument to raise the learners' awareness that English speaking world is not just Great Britain, USA and perhaps Australia. Their facts and literature are traditionally taught in Czech schools according to the curriculum, but they only offer western perspective of the world to the learners.

The sub-aim of the project carried out in the practical part of the thesis is to help develop the learners' language skills. That is mediated by reading and doing accompanying tasks employing speaking and writing.

The practical part of this thesis deals with a project whose main aim is to promote the pupils' ICC through reading *The Whale Rider*, which is work of postcolonial literature. This particular book was chosen because the author of the thesis thinks that, firstly, it is an enjoyable book, secondly, it will serve the aim well and, lastly, it is an authentic material which is accessible for the learners from the language point of view. The author of the thesis decided to work with authentic literature because, according to her, that is what is often missing in English textbooks. Since this was her first experience with using authentic literature in ELT and also regarding the pupils' language level, she decided to work with extracts and not the whole book. The extracts were chosen so that they correspond to the topics (*Legends and mythology, Ancestry and genealogy, Leadership and the role of women*) and give enough space for language and ICC practice. Also, the teacher's inner feeling played role in the decision-making process. The project itself is divided into three stages – pre-reading, reading and post-reading stage. The first stage focuses on the introduction to the topic, the second one consists of a series of reading lessons and the third one is dedicated

to creating a final poster and feedback. The structure of the reading lessons mirrors Lazar's division to before reading, while reading and after reading tasks.

The project is based on two hypotheses proposed by Stephen Krashen, *The Input Hypothesis* and *The Affective Filter Hypothesis*. Regarding the first one, *The Whale Rider* was chosen because it is an authentic text which is definitely above the learners' language level, however, the teacher thinks that it is manageable. Regarding the latter, the lessons were led in a stress- and anxiety-free environment without marking or testing. Hence, the outcome of the project, consisting of twelve lessons dealing with *The Whale Rider*, is a poster depicting issues from Maori culture created by the learners. It can be used in the school as a teaching aid, as a part of an exhibition of the learners' works or as a model for other similar projects.

The learners' response to the project was mostly positive. However, the teacher has observed some negative issues which should be focused on in the learners' future education. These are primarily the inability or unwillingness to think about things and put them into connections. On the other hand, the learners worked pretty well when dealing with while reading tasks with clearly defined instructions. The learners' feedback on the whole project was hesitant to positive, but the author is aware of the fact that the learners are currently adolescents and that might have a considerable influence on it. Certain expected limitations proved to be hindering a smoother process but results were reached nevertheless. As for the teacher's experience with the use of authentic literature in ELT, it has proved to be challenging and demanding but interesting and rewarding. Authentic literature is a source of new perspectives and inputs, which refreshes every lesson. Also, using excerpts turned out as a good option when lacking enough time for reading a whole book. However, it would be great challenge for the teacher to read a whole book with the class during a school year.

To sum up, this thesis offers a humble contribution to the area of the development of ICC in the Czech educational system. The author is hopeful that more such projects emerge in the close future and ICC will become an established concept developed in Czech schools. Also, she would be happy to work on a similar project in the future since she is a great believer in using literature in ELT.

10 References

- Ansari, Mohammad Shaukat. "Teaching Language through Literature in ESL/EFL Classes: A Critical Study in Utilitarian Perspectives." *International Journal of English and Education* July 2013: 361-380.
- Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *The Empire Writes Back: Theory and practice in post-colonial literatures*. New York: Routledge, 2002.
- Beach, Richard, et al. *Teaching Literature to Adolescents*. New York: Routledge, 2011.
- Byram, Michael, Adam Nichols and David Stevens. *Developing Intercultural Competence in Practice*. Buffalo, N.Y.: Multilingual Matters, 2001.
- Carter, Ronald and Michael N. Long. *Teaching Literature*. New York: Longman Publishing, 1991.
- Collie, Joanne and Stephens Slater. *Literature in The Language Classroom: A resource book of ideas and activities*. Cambridge: Cambridge University Press, 1987.
- Common European Framework of Reference for Languages: Learning, teaching, assessment* . Strasbourg: Language Policy Unit, n.d.
- Day, Richard. *Bringing extensive reading into the classroom*. Oxford: Oxford University Press, 2011.
- Framework Education Programme for Elementary Education* . Prague : VÚP, 2007.
- González Rodríguez, Luisa María and Miriam Borham Puyal. "Promoting Intercultural Competence through Literature in CLIL Contexts." *ATLANTIS Journal of the Spanish Association of Anglo-American Studies* December 2012: 105-124.
- Ihimaera, Witi. *The Whale Rider*. London: Heinemann, 2005.
- Kostková, Klára. *Rozvoj interkulturní komunikační kompetence*. Brno: Nakladatelství Masarykovy univerzity, 2013.
- Koutsompou, Violetta-Irene. "The Use of Literature in the Language Classroom: Methods and Aims." *International Journal of Information and Education Technology* January 2015: 74-79.
- Krashen, Stephen D. *The input hypothesis: issues and implications*. New York: Longman Inc., 1985.

- Lazar, Gillian. *Literature and Language Teaching*. Cambridge: Cambridge University Press, 1993.
- Mohammadzadeh, Behbood. "Incorporating multicultural literature in English language teaching curriculum." *Procedia Social and Behavioral Sciences* 2009: 23-27.
- National Programme for the Development of Education* . Prague : the Institute for Information on Education , 2001.
- Průcha, J, E. Walterová and J. Mareš. *Pedagogický slovník*. Praha: Portál, 2009.
- Průcha, Jan. *Multikulturní výchova. Teorie - praxe - výzkum.* . Praha: ISV Praha, 2001.
- Radhika, S. and I. S. John Vijaya Kumar. "A Study on Enhancing the Teaching of English Through Postcolonial Text." *Asian Journal of Research in Social Sciences and Humanities vol. 6* July 2016: 1194-1198.
- Rygiel, Lota I. *Learning through Reading: A Handbook of Literature-based Lessons for ESL*. Diplomová práce. San Francisco: University of San Francisco, 2016.
- Tahmas, Mona Safar. *How and why Jamaica Kincaid's A Smaill Place can be used in the language classroom in Sweden*. BA Degree Paper. Gothenburg: University Gothenburg, 2015.
- Uličná, Klára. "Intercultural Communicative Competence: Classification of Models." *Orbis scholae* January 2013: 29-47.
- Whale Rider*. Directed by Niki Caro, Pandora Film Newmarket Films, 2002.,
- Zacharias, Nugraheny T. "Developing Intercultural Competence through Literature." *Celt* July 2005: 27-41.
- Zerzová, Jana. *Interkulturní komunikační kompetence a její rozvíjení v hodinách anglického jazyka na 2. stupni ZŠ*. Autoreferát dizertační práce. Brno, 2011.