



Multicultural English Picture Books and Critical Response in Asian EFL Classrooms

Hyunjung Shin

University of Saskatchewan

Beverley Brenna

University of Saskatchewan

Introduction

This paper discusses how to use literature, particularly multicultural picture books, to support critical literacy development in Asian English as a Foreign Language (EFL) classrooms. As course instructors, we draw from reflexive inquiry on our experience as two faculty members at a Canadian university where much of our postsecondary teaching supports preservice and inservice teachers. Cole and Knowles (2000) define reflexive inquiry as “inquiry situated within the context of personal histories in order to make connections between personal lives and professional careers” (p. 2). As teachers and researchers, we come from different interest areas and backgrounds: Bev is a native-English-speaking Canadian majoring in Elementary Literacy education, whereas Hyunjung, born and raised in Korea, is a Korean-English bilingual with English as an Additional/Second/Foreign Language (L2) education specialization. Yet, a common lesson we both teach in secondary and elementary preservice teacher education contexts involves critical literacy (Luke & Freebody, 1997) and reader-response (Rosenblatt, 1938). As teaching colleagues, we often discuss our courses, our successes, and our struggles as instructors.

As the reflexive inquiry project begins, it is the beginning of a new term. We sift through our previous teaching evaluations from students and engage in teaching conversations between ourselves, preparing for upcoming courses. Along with suggestions for change in our future teaching, we see many positive comments from our preservice teachers in relation to a module involving multicultural picture books (a set of books that is partly based on an original study discussed in Bainbridge & Johnson, 2013)—texts with simple language but mature themes that inspire discussion across the grades from Kindergarten to Grade 12 and beyond. We formalize ideas gleaned from our stance as reflexive inquirers (Lyle, 2009) who examine our teaching narratives to identify past experiences (reflective) and forward movement (reflexive) to further improve our teaching.

Conscious of the potential for these illustrated books to support critical literacy development in Asian EFL classrooms as well as Canadian classrooms, particularly given their accessible language, we identify in this article a reading pedagogy promoting critical reader response. We also provide a list of books that would inspire interest as well as opportunities for rich English language learning in increasingly diverse classrooms in Asia. That is, the results of our reflexivity, the goal of our inquiry stance being future

educational planning for multilingual contexts, is thus not a program or a structured system, but rather a readers' workshop framework.

Reader Response and Critical Literacy

In the Canadian classroom, the place of literature has shifted from an object of study towards a rich catalyst for learning using Rosenblatt's (1938, 1989) model of the reader-text transaction. This model emphasizes the value of what students bring to the reading of each text and encourages teachers to build background and facilitate deep textual connections to self, other texts, and the world instead of emphasizing literal comprehension alone. Bev states that:

When I was a child, we had to read a short passage and then answer literal questions about it. Our answers were either right or wrong, depending on the "facts" presented in the material. I remember one story about "Bluebeard's Ghost," a French folktale about a wealthy man in the habit of murdering his wives. I remember being disappointed by the questions on the end-of-reading quiz. Who cared about what color his beard actually was? There were other questions that should have been asked, that were more important in relation to this story. For example: What about this tyrant's wives, and the fact that they had no autonomy?

Bev's recollection of her old school reading instruction may resonate with how literature is incorporated into the teaching of English in many Asian EFL classrooms. The idea that readers engage in a transaction with what they read, bringing background knowledge and interests that shape the reading experience, is not a new one, however, and stems from Rosenblatt's (1938) theory of reader response. To assist students in having a "lived-through" experience within the story world (Rosenblatt, 1978), teachers can initiate discussions related to personal connections readers have with the story, deepening these connections through activities such as art, writing, or creative drama, among other possible response modes. For example, in light of Bev's story above, other more reflective questions could include: *What gender roles are depicted in this story? How might society prevent dynamics such as the violence towards women described in this tale?* Applied to Asian contexts, we might ask students to connect topics in "Bluebeard's Ghost" to a discussion of gender roles in Asian countries. Such explorations of this story would offer a framework for extended English language usage as well as facilitate critical literacy among the students involved.

Although a precise and unilateral definition of the term critical literacy is evasive, notions of this approach to literacy have been emerging since Freire's (1983, 1991, 1998) theoretical groundwork in critical theory. Critical literacy as a theory is first discussed in the literature by Luke and Freebody (1997), who describe the distinctive approach to reading pedagogy as it defines reading as a critical social and cultural practice. Luke and Freebody suggest that diverse students bring available cultural, community and social resources, texts, and discourses to classroom study; they further define "critical literacy practices" as "an awareness of how, why, and in whose interests particular texts might work" (p. 218). They also argue that students should practice strategies for talking about, rewriting, and contesting texts.

Further support is evident for the shifts students may experience in critical literacy approaches. As Sarbin (2004) elaborates, "narratives can have a substantial impact on the identity development, beliefs, and actions of the reader" (p. 5). This equates with Sumara's (2002) statement that "during and following active involvement with the literary text, the reader reflects upon past, present and future experiences" (p. 94). In order to facilitate such explorations, teachers play a role in designing student activities such as discussion in order to deepen a critical reader response to the text.

In recent years, critical literacy has been associated with "multiliteracies," a term first used in 1996 by a collective of educational researchers, the New London Group (Anstey & Bull, 2006; New London Group, 1996) and later explored in more detail by Cope and Kalantzis (2000). Conceptualizations of

multiliteracies continue to evolve "... accounting for the context of our culturally and linguistically diverse and increasingly globalised societies" as well as an increasing variety of available text forms (Cope & Kalantzis, p. 9). The connectedness of literacy to social context is integral to Freire's ideals of literacy for a changing world and reflects the importance of milieu when designing curricular programming.

The idea that language both arises from social practice and shapes this practice (Morgan, 1997) supports teachers in offering classroom experiences that assist students in examining and then transcending a given text, comparing and contrasting aspects of that text in light of social justice ideals. Diversity in regards to resources is seen as imperative, with particular efforts needed on the part of teachers to offer content that reflects student backgrounds and interests. In addition, classroom strategies which require students to read critically, along with using strategies for decoding, text-meaning, and pragmatics, form the basis for addressing current social topics (Creighton, 1997; Luke & Freebody, 1997; see also Shin & Lee, in press; Sung & Pederson, 2012).

Our dialogue as researchers became our focus for interrogating the picture books we have used in our teaching pasts. Freire's (1983) view of dialogue, as well as his idea of inquiry as critique and transformation, relates to what we now refer to as critical literacy where the concept of "authentic reflection" (p. 69) is actualized alongside empathy. Freire, as he calls for empathy, asks that people examine any unfair structures of power we may be supporting, and promotes deconstruction of power sources from personal, postmodern perspectives, being highly suspicious of those who claim to know what is best without problematizing their own behaviour.

When Freire (1983) refers to posing situations to people as problems which challenge them and require a response "not just at the intellectual level, but at the level of action" (p. 85), he cautions about providing people with programs which have "little or nothing to do with their own preoccupations, doubts, hopes, and fears—programs which at times in fact increase the fears of the oppressed consciousness" (p. 85). Subsequently, one possible action response proposed from the Readers' Workshop approach Hyunjung shared with her teacher candidates is to incorporate sensitive social issues (e.g., minority sexual orientations, racism, discrimination against speakers of different varieties of English) into their secondary classrooms through children's literature such as multicultural picture books. In terms of our specific context for this paper, it is important to note that the preservice teachers engaged in the courses we explore are not all English white monolingual speakers but include Indigenous Canadians and ethnic minorities, although most of them use English as a first language. Moreover, they will work with linguistic and cultural minority students (e.g., Indigenous students, immigrants, and refugees) in their future classrooms. Within the framework of Readers' Workshop, a selection of picture books may be used to attain target English language goals and general reading and writing outcomes as well as to develop student critical literacy.

Suggested Classroom Approach for Asian EFL Classrooms: Readers' Workshop

According to Orr (2005), classrooms must provide spaces for the storied pasts of the students who enter them, reflecting many different learner perspectives in co-constructed goals. Language teachers who subscribe to this belief examine classroom texts as bridges to personal identity making as well as catalysts for the social and cultural action Freire talks about when he refers to "having the experience of changing the world" (Freire & Macedo, 1987, p. 49). One such reading pedagogy we suggest to facilitate critical reader response for Asian EFL classrooms is: Readers' Workshop. This method, promoted by a number of educators (Atwell, 1987, 1998; Calkins, 2010) involves supporting wide, independent reading through access to resources, as well as the delivery of mini-lessons targeted to student literacy outcomes.

We both modelled Readers' Workshop in our teacher education courses with great success. For example, Hyunjung adopted this activity in her secondary literacy course for teacher education. Many of her students are White, monolingual English-speaking Canadian teacher candidates, while more than half

of the students in some of their future classrooms are L2 learners of English. As such, Hyunjung thought it is important to expand the curriculum to include reading materials from a wide variety of cultural groups different from the dominant culture whose values and ways of thinking are most represented in mainstream Canadian literature.

The Readers' Workshop lesson began with Hyunjung offering a short lecture on the concept of critical literacy related to a brief article that students had read prior to the class. Once the students familiarized themselves with dimensions of critical literacy such as 1) Disrupting the commonplace; 2) Interrogating multiple viewpoints; 3) Focusing on socio-political issues; 4) Taking action and promoting social justice (Lewison, Flint, & Van Sluys, 2002), Hyunjung circulated a set of picture books so each student would select one that they liked. Students spent 5-10 minutes reading the book and then picked another until they had read 2-3 picture books. Then Hyunjung provided a worksheet students could use, when examining the picture books, which included discussion questions such as: 1) What social issues appear in the texts you explored?; 2) Who are the heroes in the texts you examined?; 3) What texts stand out for you as ones you might (or might not) select for classroom use? Why? At what grade levels?; 4) Why is a consideration of multicultural literature an important one for teachers? After students discussed the questions individually and as a group, the whole class shared their thoughts.

For the past several years that Hyunjung used this activity, one book that was always selected by the teacher candidates was a story of a school boy who was asked by his teacher to obtain signatures from his mom and dad on school trip documents. The boy was puzzled because he had two dads instead of a mom and a dad. The teacher candidates soon engaged in discussions regarding how they may include (or not include) such a sensitive issue as same-sex gay parents in their K-12 classrooms. They sometimes shared their personal experiences such as a friend who was struggling with their sexual identity as a teenager, and the teacher candidates thought using picture books or children's literature in classrooms might provide a safe space to bring up sensitive issues. Another popular book chosen by Hyunjung's students was a story of a Japanese girl who described the day when atomic bombs were dropped on a Japanese city during World War II. Many Canadian teacher candidates reported that the perspective of a little Japanese girl on the Second World War was new and taught them another side of the story, which Hyunjung thought could be extended to the importance of a response to this title by Asian students.

Indeed, student responses both to the Readers' Workshop activity and to using multicultural picture books (or children's literature) from our previous classes have been very positive. Students' informal and formal comments from course assignments or course evaluations from the classes taught by both Hyunjung and Bev included: "(I appreciated) the value of practicing 'literacy rich' classroom contexts," "(I learned how to) properly engage students with (critical) reading strategies by modelling (the Readers' Workshop)," and "(I really liked that you) gave us (students) time to actually read and think in class so we can formulate critical responses to the text." Students often repeatedly called for continued sharing of children's literature resources and the critical literacy activities that promote social justice.

As instructors we really enjoyed the Readers' Workshop activity using multicultural picture books as well. We also see a huge potential for teaching English and critical literacy in EFL classrooms. When adopted to an EFL context in Asia, the following checklist we developed, which is adapted from Kiefer & Huck's (2010) evaluation scheme, will be helpful in terms of what books to choose.

Evaluation Checklist for Picture Books (Adapted from Kiefer & Huck, 2010)

- Diversity and range of representation
Books that present diversity and range of representation within a collection of titles are deemed important. For example, settings that show urban and rural contexts, class variation, different occupations, lifestyles and educational backgrounds are integral when illustrating characters from a particular country

- Avoidance of stereotyping
If negative images from history resonate, clarity of the historical context is important so that aspersions are cast on the character or time period rather than a population in general. Avoid stereotypes regarding race, gender, religion, ability and other aspects of diversity.
- Language considerations
Messages that all languages serve their speakers are important, emphasizing over a body of texts that no single language should dominate.
- Authentic perspectives
It is imperative that diverse groups are represented realistically with author and illustrator drawing on insider knowledge from particular cultural groups.

Freire (1983) described what he called a practice of freedom—the means by which people deal critically and creatively with reality and discover how to transform their world—and used the context of education in which to pose philosophical ideas about the transformative power of knowledge. One of his views was that education is not neutral—if it is not offered as a practice of freedom, it instills, as a practice of silence, conformity into the system which has powered the discourse. Such silence may relate to a conceptualization of null curriculum (Eisner, 1985) and, according to Freire (1983), stand in the way of the ongoing humanization of people.

In considering Freire's work related to silence, we wonder: *What picture books are available that nudge us into non-neutral positions, that rally against silence when it comes to issues we/our students might face as English Language Learners in Asia?*

Suggested List of Top Ten Multicultural Picture Books for Asian EFL Classrooms

As we consider the value of the picture books shared with our students, we also think about what books might support EFL contexts in Asia more directly and our annotated list in this regard appears below. These stories were also chosen with reader response and critical literacy in mind—all offering deeper themes that might engage and inspire readers and related discussion at multiple age levels and which may be adapted to differing EFL contexts. While many of these books may have been written for younger children, their complex themes make them accessible to all ages, and worthy of adult discussion.

1. Bahk, Jane (2015). *Juna's Jar*. New York: Lee and Low.
This 32 page picture book, illustrated by Felicia Hoshino, explores friendship and loss as Juna's best friend moves away. In her special kimchi jar, Juna finds solace in trips of the imagination. Interrogation of cultural content and ideas could support connections and related discussion. Teachers and students may also rewrite the story by altering the Kimchi jar to suggest different ethnic food in each Asian country.
2. Choi, Yangsook (2001). *The Name Jar*. New York: Knopf.
This 40 page picture book is about a Korean girl named Unhei who has just moved to the U.S. On the first day of school, someone makes fun of her name, so Unhei decides that she needs a name that is more American. In the end, however, her own name appears as the best choice of all. Critical dialogue about the value of one's own name could ensue as well as debate about name changes, which may be relevant to any Asian EFL context given the increasing diversity within Asia.
3. Climo, Shirley (1993). *The Korean Cinderella*. New York: HarperCollins.
This 32 page retelling of the Cinderella story, illustrated by Ruth Heller, appears in the Korean context with embedded language and cultural details. Discussions could occur about the authenticity of these cultural details—have the author/illustrator team done thorough research? Since Cinderella is one of the most well-known Western stories across the globe, retelling of the

- Cinderella story in each EFL country (perhaps in their own language) could inspire both language learning and critical discussions on cultural and social themes.
4. Compestine, Ying Chang (2016). *The Story of Kites (Amazing Chinese Inventions)*. San Francisco, CA: Immedium.
This 36 page picture book illustrates through historical fiction the invention of kites while pictures by YongSheng Xuan also depict farm life. Topics such as authenticity and style could underpin discussion responses. This story may facilitate understanding and appreciation of Chinese culture among Asian students along with English language learning. Students may also rewrite/retell the story with representative cultural inventions of their own culture.
 5. Del Rizzo, Suzanne. (2017). *My beautiful birds*. Toronto, ON: Pajama Press.
This 32 page picture book tells the story of a boy who has escaped war-torn Syria and made it safely to a refugee camp. Mixed media illustrations, including plasticine and polymer clay, provide images of the birds that help Sami adjust to his new life. Discussions that connect the story to current events, such as hostility towards refugees within some Asian nations, will be rich.
 6. Goldstyn, Jacques. (2017). *Letters to a prisoner*. Toronto, ON: Owlkids Books.
This wordless picture book inspires connections about the power of hope and the written word, providing rich fuel for responses related to social justice. Inspired by Amnesty International's letter-writing campaigns to help free people jailed for self-expression the book tells the story of a man who is arrested during a peaceful protest. Since there are no words in this book, teachers in Asian EFL classrooms may create classroom activities for students at any language level.
 7. Gukova, Julie (1998). *Mr. Mole's Daughter*. Toronto, ON: Annick Press.
This 32 page picture book version of the traditional mouse bride tale uses mole characters and originates from Korea. Considerations of gender roles and related discussion would connect well to a reading of this text relevant to students in any EFL classrooms in Asia. Students may also introduce any related/similar folk tale from their own cultural context.
 8. Stinson, Kathy (2013). *The Man with the Violin*. Toronto, ON: Annick Press.
This 36 page picture book, illustrated by Dušan Petričić, tells a story based on a true event—musician Joshua Bell's concert in a Washington, DC metro station. It reminds us to open our eyes and ears to notice the beauty around us, and would inspire readers to think and talk about the place of music in their lives. Students in each Asian EFL classroom may retell the story to introduce their own traditional/pop music.
 9. Watts, Jeri (2016). *A Piece of Home*. Somerville, MS: Candlewick Press.
Winner of an Ezra Jack Keats book award and illustrated by Hyewon Yum, this 32 page picture book is about a little boy who moves with his family from Korea to West Virginia. Images of finding connections in an unfamiliar world may inspire ideas about travel and support for newcomers. Students who have experienced migration themselves may also retell/rewrite the story, and their feelings as an outsider will inspire rich conversations about (linguistic and cultural) difference and belonging as well as self-acceptance.
 10. Wells, Rosemary (1998). *Yoko*. New York: Hyperion.
Yoko's mother has made her favorite sushi for lunch, but her friends don't respond very kindly. How she navigates feelings of difference is at the heart of this book and would make a good topic for further discussion. Teachers may help their students to rewrite the book in order to be even more contemporary or relevant to their own cultural background.

Conclusion

This paper was designed as a product of a reflexive inquiry to foreground our past experiences using picture books within the context of our literacy and EAL postsecondary courses in Canada with the aim to provide implications for Asian EFL classrooms. We suggest that the sharing of multicultural picture

books, which combine English language with Asian content/themes, offers readers inviting perspectives through which they critically explore the world and their own culture. This idea provides the landscape for further critical discussion and reflections on social justice issues as well as on personal identity as students relate to texts as both windows and mirrors (Galda, 1998) for their own lives. As Lwin (2017) critiques, the dominance of Western stories in Asian EFL classrooms is problematic. One way to resolve this problem is to take Kirkpatrick's (2014) advice and incorporate local literature in English in Asian classrooms. Integrating multicultural picture books through Readers' Workshop promoting critical literacy is another useful way to inspire intercultural competence and critical literacy through English language learning among Asian EFL students as well as to diversify instructional methods.

The Authors

Hyunjung Shin is Assistant Professor in Curriculum Studies, University of Saskatchewan. Her research focuses on globalization and L2 education, sociolinguistics, and critical pedagogy. She published in multiple journals including *Journal of Sociolinguistics* and guest edited special issues of *Journal of Multilingual and Multicultural Development* (with Joseph Park) and *Education Matters*.

Department of Curriculum Studies
University of Saskatchewan
3120 College of Education, 28 Campus Drive
Saskatoon, SK, S7N 0X1, Canada
Telephone: 306-966-7707
Fax: 306-966-7658
Email: hyunjung.shin@usask.ca

Beverley Brenna is a Professor in Curriculum Studies, specializing in Canadian children's literature and literacy with a focus on reading comprehension. She is the author of over a dozen books for young people including the award-winning "Wild Orchid" series about a teen with autism. For further information please see: <http://www.beverleybrenna.com>

Department of Curriculum Studies
University of Saskatchewan
College of Education, #3121, 28 Campus Drive
Saskatoon, SK, S7N 0X1, Canada
Telephone: 306-966-7563
Fax: 306-966-7658
Email: bev.brenna@usask.ca

References

- Anstey, M., & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Newark, DE: International Reading Association.
- Atwell, N. (1987). *In the middle: Writing, reading and learning with adolescents*. Portsmouth, NH: Boynton/Cook.
- Atwell, N. (1998). *In the middle: Writing, reading and learning*. Portsmouth, NH: Boynton/Cook.
- Bainbridge, J., & Johnson, I. (Eds.) (2013). *Reading diversity through Canadian picture books: Preservice teachers explore issues of identity, ideology, and pedagogy*. Toronto: University of Toronto Press.
- Calkins, L. (2010). *A guide to the reading workshop: Grades 3-5*. Portsmouth, NH: Heinemann.

- Coles, A. L., & Knowles, J. G. (2000). *Researching teaching: Exploring teacher development through reflexive inquiry*. Needham Heights: Pearson.
- Cope, B., & Kalantzis, M. (Eds.). (2000). *Multiliteracies: Literacy learning and the design of social futures*. New York: Routledge.
- Creighton, D. (1997). Critical literacy in the elementary classroom. *Language Arts*, 74(6), 438-445.
- Eisner, E. (1985). *The educational imagination: On the design and evaluation of school Programs* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Freire, P. (1983). *Pedagogy of the oppressed*. New York: Continuum. (Original work published 1970)
- Freire, P. (1991). The importance of the act of reading. In B. Power & R. Hubbard (Eds.), *Literacy in process* (pp. 21-26). Portsmouth, NH: Heinemann.
- Freire, P. (1998). *Teachers as cultural workers: Letters to those who dare teach* (D. Macedo, D. Koike, & A. Oliveira, Trans.). Cambridge, MA: Westview Press.
- Freire, P. (2005). *Teachers as cultural workers: Letters to those who dare teach* (D. Macedo, D. Koike, & A. Oliveira, Trans.). Cambridge, MA: Westview Press.
- Freire, P., & Macedo, D. (1987). *Literacy: Reading the word & the world*. South Hadley, MA: Bergin & Garvey Publishers.
- Galda, L. (1998). Mirrors and windows: Reading as transformation. In T. E. Raphael & K. H. Au (Eds.), *Literature-based instruction: Reshaping the curriculum* (pp. 1-11). Norwood, MA: Christopher Gordon Publishers.
- Kiefer, B. Z., & Huck, C. S. (2010). *Charlotte Huck's children's literature* (10th ed.). Boston: McGraw-Hill.
- Kirkpatrick, A. (2014). Teaching English in Asia in non-Anglo cultural contexts: Principles of the “lingua franca approach”. In R. Marlina & R. A. Giri (Eds.), *The pedagogy of English as an international language: Perspectives from scholars, teachers, and students* (pp. 23-34). Heidelberg: Springer.
- Lewis, M., Flint, A. S., & Van Sluys, K. (2002). Taking on critical literacy: The journey of newcomers and novices. *Language Arts*, 79(5), 382-392.
- Luke, A., & Freebody, P. (1997). Shaping the social practices of reading. In S. Muspratt, A. Luke, & P. Freebody (Eds.), *Constructing critical literacies: Teaching and learning textual practice* (pp. 185-225). Cresskill, NJ: Hampton Press.
- Lwin, S. M. (2017). Asian folktales for teaching English in Asia. *The Journal of Asia TEFL*, 14(4), 773-777. <http://dx.doi.org/10.18823/asiatefl.2017.14.4.12.773>
- Lyle, E. (2009). A process of becoming: In favour of a reflexive narrative approach. *The Qualitative Report*, 14(2), 293-298.
- Morgan, W. (1997). *Critical literacy in the classroom*. New York: Routledge.
- New London Group (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-92.
- Orr, A. M. (2005). *Stories to live by: Book conversations as spaces for attending to children's lives in school* (Doctoral dissertation). University of Alberta (Canada). Retrieved February 9, 2009, from *Dissertations & Theses @ University of Alberta Database*. (Publication No. AAT NR08704)
- Rosenblatt, L. M. (1938). *Literature as exploration*. New York: Modern Language Association.
- Rosenblatt, L. M. (1978). *The reader, the text, the poem*. Carbondale, IL: Southern Illinois University Press.
- Rosenblatt, L. M. (1989). Writing and reading: The transactional theory. In J. M. Mason (Ed.), *Reading and writing connections* (pp. 153-176). Needham Heights, MA: Allyn and Bacon.
- Sarbin, T. R. (2004). The role of imagination in narrative construction. In C. Daiute & C. Lightfoot (Eds.), *Narrative analysis: Studying the development of individuals in society* (pp. 5-20). Thousand Oaks, CA: Sage.
- Shin, H., & Lee, B. (in press). “English Divide” and ELT in Korea: Toward critical ELT policy and practices. In X. Andy Gao (Ed.), *Second handbook of English language teaching*. Springer International Handbooks of Education. Cham, Switzerland: Springer.

- Sumara, D. J. (2002). *Why reading literature in school still matters: Imagination, interpretation, insight*. Mahwah, NJ: Lawrence Erlbaum.
- Sung, K., & Pederson, R. (2012). *Critical ELT practices in Asia: Key issues, practices, and possibilities*. Volume 82 (Transgressions: Cultural Studies and education). Rotterdam: Sense Publishers.