

Teaching Global English to EFL Classes

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The author reports on the challenges faced when designing and teaching Global English to a multi-lingual, multi-ethnic advanced level English class. Firstly, the pedagogical foundation for the course design and learning goals for the course are highlighted. The author then details the considerations for teachers designing a course on the spread of Global English for an advanced English as a Foreign Language (EFL) class. The author also documents the potential problems encountered when teaching this subject and suggests how the existing course might be improved. Corresponding teaching methods and class activities are also provided. Finally, the author examines student essays and online discussions to determine what connections students make between World Englishes and their own English learning. It is proposed that issues related to English as an international language can be an engaging and motivating topic for students in advanced English classes. There is great potential for connection with students' own English learning experiences. Moreover, the acceptance of plurality so often implied in discussions on this topic may serve to encourage students to become co-creators of their own learning while providing teachers with an opportunity to promote student agency and empowerment.

Today, as Teaching English to Speakers of Other Languages (TESOL) and Teaching English as a Foreign Language (TEFL) industries expand across the world, English teachers are presented with multilingual classrooms with diverse learners. Critical pedagogy is widely recognized as an important aspect of effective English language instruction towards culturally and linguistically diverse classrooms. However, there is a gap between critical pedagogy theory and how that translates into concrete practical skills for everyday teaching. English teachers often struggle to create a curriculum to promote these critical discourses. I propose that one way to synthesize critical pedagogy and language education is by using the very issues related to English as a world language as the content in which English language students learn to acquire critical reading, debating, and writing skills. With this subject as the content, there is great potential for connections that students make with their own English learning experiences. Moreover, the acceptance of plurality so often implied in discussions on the subject of World Englishes may serve to encourage students to become co-creators of their own learning, while providing teachers with an opportunity to promote student agency and empowerment. The following is an account of my experiences of using this content as curriculum at Ritsumeikan Asia Pacific University.

Background of Ritsumeikan and Advanced English 2

It is important to understand the institutional and pedagogical context in which this course was situated.

Institutional Context

Ritsumeikan Asia Pacific University (APU) is a multicultural university in Japan hosting over 6,000 students, 3,000 of whom represent students from 87 countries. APU's mission is to create world leaders through science, management and economics courses, which are delivered in a unique bilingual curriculum of English or Japanese. Students at APU come from various cultural, ethnic, and religious backgrounds, and are immersed in an academic English environment. High-level English language ability, usually over 550 on the Test of English as a Foreign Language (TOEFL), is required for international students who must take academic classes in English. While many students obtain this high level of English, they are still English language learners and wish to improve their English skills in academic writing, critical reading, and critical discussion.

Classroom Context

It was for these students that the course, Advanced English 2 (AE2) was originally designed for. This course was intended to help prepare international, English-based students (predominantly from Korea, China, Japan, Thailand, Vietnam, and Indonesia) to take content lectures in English, and overall improve their English ability. Moreover, it was designed to develop students' advanced writing, research, argumentation, analytical skills, and, finally, to apply the skills they have learned through debating.

Pedagogical Foundation for the Course

The decision to engage in reflective inquiry and employ critical pedagogy had always been a vision of mine since I entered the education field. When I was appointed Advanced English 2 Level Coordinator, I was given the opportunity to redesign the course with my vision and course objectives, so it was only natural that I decided to try to develop the course in line with a critical pedagogical curriculum. The influence of critical theories (i.e., critical pedagogy and critical applied linguistics, CAL) has been central in my development as a teacher and course designer. According to Shor (1992) critical pedagogy refers to:

Habits of thought, reading, writing, and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse. (p. 129)

In other words, critical pedagogy requires students to examine their own society through the lenses of power in order to expose structural inequalities and marginalized groups.

To me, critical pedagogy and CAL is not only about challenging dominant theories and status quo, but also functions as a way of raising a critical consciousness in students, to

question dominant cultural, political, and social domains (Freire, 1968; Giroux, 1992; Gore, 1993; Luke, 1988). Raising one's critical consciousness is the first step needed in the transformative process in which a lesson and skill is enacted and practiced, otherwise known as a *praxis*. Praxis leads to social transformation in the classroom and in the collective societal level (Stevens, 2009).

As a TEFL teacher, I reject traditional applied linguistics which "views critical thinking as apolitical, classrooms as isolated and equitable, and that English teachers should not aim for change" (Pennycook, 2001, p. 11). I want to work to reconfigure the traditional student/teacher relationship, where the teacher is the active agent transmitting knowledge, and the students are the passive recipients of the teacher's knowledge. Instead, it is my intention that the classroom will become a site where new knowledge, grounded in the experiences of students and teachers alike, is produced through meaningful dialogue and activities (Stevens, 2009). I affirm Gee's statement, "Like it or not, English teachers stand at the very heart of the most crucial educational, cultural, and political issues of our time" (1994, as cited in Pennycook, 2001, p. 23). I wanted to use my power as a course designer to create a new forward curriculum that encourages students' voice and identity.

However, like most English courses at Japanese universities, critical pedagogical practices are not written out as an explicit part of our English curriculum. Moreover, there is a current gap between the critical pedagogical theories and how they translate into everyday teacher practices. As Usher and Edwards (1994, as cited in Johnston, 1999, p. 559) point out, "there is a curious silence on concrete educational practices associated with critical pedagogy." For these reasons, I struggled with how to turn critical pedagogy into everyday teaching activities and into a curriculum that pushed students to challenge and critically question broader social, political, and cultural domains.

Starting on this journey of infusing my curriculum with critical discourses was difficult. It was most challenging to choose familiar, relevant, and engaging content that would be suitable for a multilingual, multi-ethnic class. Choosing an appropriate curriculum was a moral dilemma because what you choose or do not choose has values implicit in the pedagogical content. According to Hammond and Macken Horarik (1999, p. 542), "By its nature, teaching is not neutral. In developing any program, a teacher selects and privileges certain aspects of content knowledge and of language. The teacher decides whose voice(s) will be heard and whose will be silenced." Frustrated with the original curriculum that focused on the Western topic, homeschooling and Western culture, it was important to choose a topic that would address the contexts of diversity as a classroom and not silence any student. It was decided to change the content to a more culturally relative topic to create a more empowering curriculum. My colleagues and I spent a great deal trying of time to think of a culturally relative topic that could engage all students. It was then that my colleague, Chris Haswell, suggested that we choose the very curriculum that affects all students, one they deal with daily as they negotiate their academics in a second language: the spread of global English.

The spread of global English is a rather new topic that has emerged in the last 20 years. Global English, also commonly referred to as, English as a lingua franca, Common English, or English as an International Language refers to the recent phenomenon of English as the

global means of international communication not only between native speakers with non-native speakers but also between non-native speakers communicating with other non-native speakers. English is currently used more than any other language and the number of English speakers is estimated as more than 1.5 billion (Crystal, 1997). With Global English as the main topic, sub-topics that the class could explore included: the spread of English, World Englishes, linguicide, linguisticism, linguistic human rights, and Americanization. These terms are defined below.

The spread of English refers to current state of English as a lingua franca primarily due to the expansion of the British Empire in the nineteenth century, and the emergence of America as the leading economic power in the twentieth century (Crystal, 1997). As English spreads and is more widely adopted and appropriated, many new varieties have been created. World Englishes represents the different regionalized varieties of English developed in different cultural, sociolinguistic, and educational contexts throughout the world. For example, Singlish is the English spoken in Singapore, while Hinglish is the English spoken in India. Linguicide, first defined by Phillipson (1992) as “ideologies, structures, and practices which are used to legitimate, effectuate, and reproduce (both material and immaterial) between groups which are defined on the basis of language” (p. 47). In other words, linguicide is discrimination against people based on language. Linguicide, coined from the term genocide, is defined as the killing and death of languages (Tsuda, 2008). Finally, Americanization, sometimes referred to as mcdonaldization, references the enormous influence of American consumer culture on other cultures and “peoples’ mind, values, and ways of life” (Tsuda, 2008, p. 51).

As we began to determine if this subject was a suitable content for AE2, we realized that in reality, an Advanced English language course is an ideal site for questioning the very course we embarked on, English language teaching at APU. As course designer and coordinator, I hoped to connect this broader social implication of English teaching in Japan and Asia and finally connect it to the spread of English around the world. “English as a global language” seemed the perfect topic to use as a vehicle to promote students to question their own education, language, culture, Americanization, and globalization. Another reason this content was chosen was because all students in AE2 shared a common connection to English and constantly negotiated their own identity as they chose to speak English or their mother tongue. With this new curriculum, one can encourage students to become co-creators of their own learning through debate, critical in-class discussion, online discussion, and other active-learning practices.

Considerations When Designing the Course

As I began to embark on designing the specifics of this course, I was conscious of the need to create a curriculum that would encourage students to become co-creators of their own learning through debate, critical in-class discussion, online discussion, and other active-learning practices. I believe in the constructivist approach to learning which, simply put, means that students learn best through an active process of negotiating their own meanings and understandings. Although this approach is not to be confused with critical pedagogy, the

constructionist is consistent with the main tenets of critical pedagogy so it was imperative that the new curriculum was made in line with this approach. For me, the best way to engage students in critical thinking that creates a transformative praxis is to create student-centered lessons where I pose dilemmas, problems, cases, and projects for students to sort out for themselves what they need to do and know, hence promoting student ownership over what they learn and think.

In order to collect data to inform this paper, I used three data collecting tools: a teacher journal, student work from 44 subjects, and class evaluations from 42 subjects. The first data collecting tool, the teacher journal, was a notebook I used to write my observations of the class, impressions of students, and successes and failures of activities. I wrote in the journal at least once a week. The second data tool, the student work, included three in-class essays from all 44 students. The first essay was about their personal relationship with English; the next was about English education in their country. The last essay, administered at the end of the year, was a reflective essay on the course, course material, and students' learning. I also looked at students' online discussions related to the topic "English as a global language." The final piece of data collected were the class evaluations administered by APU's academic staff. The students filled out an anonymous Likert scale questionnaire about the general class atmosphere, class material, syllabus, and instructor. On the day the students filled out the questionnaire, two students were absent, making the total number of class evaluations 42 instead of 44.

After the semester finished, I analyzed and evaluated the data to inform this paper. Mainly, I examined the class evaluations, teacher journal, and student reflective essay for evidence of activities and material students liked and did not like. The following are some considerations based on the data that I implemented along with recommendations for teachers to consider if they use Global English as the content for an Advanced English class and are looking for ways to develop their curriculum more in line with critical discourses. After these considerations, I will address the connections students made with the topic Global English, based on student essays and online discussion, in order to argue that this topic is engaging for Advanced English classes. In order to keep the original intent of the authors, excerpts from student essays are not revised for grammatical errors.

Create a Curriculum That Serves Students' Needs

My first step when re-designing the course was to determine for what purpose these students needed English. One of the main tenets of Critical Applied Linguistics is that teachers need to give priority to helping learners appropriate English for their own purposes: to accept, resist, and even push back to assert their own ownership of English. Moreover, while mastering the system of the English language, students should also appropriate the system to serve their interests on their own terms. Because I needed to create the course material before class started, I based my assumptions of students' English needs on my general knowledge of the students who take AE2. Since the majority of the students—38 out of 44—were English-based students taking content classes in English, I was aware that I needed to create a curriculum that focused on critical writing, critical reading, and English for

academic purposes (AEP), similar to the intentions of the original designers. Furthermore, by creating a curriculum that focused on these skills, I would be serving the majority of students who chose this course because they wanted to acquire competent cognitive academic skills in English (see Appendix A for accompanying essential course goals).

Based on the reflective essay, I think the class served the students' needs. Thirty-four out of 44 students wrote explicitly that this class helped prepare them for their other classes. One student wrote, "All in all, what I have learned from Advanced English 2 is really helpful to my following years in APU. In aspect of academic writing skills, everything I have learned is required when I write an essay or research paper for other classes."

Choose Diverse Readings by Multiethnic Authors

Authors writing on the subjects relating to the spread of English and World Englishes are prolific and there were many authors to choose from. I wanted to ensure that I was requiring students to read different ideas and different topics under the umbrella of the spread of English so as not to create a one-dimensional topic that students would easily get bored with. It was also important to choose authors representing many different perspectives and ethnicities. I wanted to highlight both the negative and positive impact of the spread of English in the world, and the different dilemmas and paradoxes countries' governments and people face as English continues to spread around the globe. I also wanted to explore historical motivators for the spread of English including: colonialism, imperialism, rise of America, and globalism. Other subjects I wanted to explore included linguistic imperialism, ecology of languages, language diffusions, and World Englishes. In the end, the authors and readings I chose included: sections from Robert Phillipson's *Linguistic Imperialism* (1992), David Crystal's *English as a Global Language* (1997), Ngugi wa Thiong'o's *De-colonizing the Mind* (1986), Chinua Achebe's *English and the African Author* (1965), and sections from Alastair Pennycook's *The Cultural Politics of English as an International Language* (1994). I also chose some *New York Times* and other newspaper articles related to the spread of English in Philippines, Brazil, China, Korea, and Japan. I wanted to keep the readings as authentic as possible so that students could practice reading and discussing difficult texts, similar to ones they would be reading in their other classes.

In general, students enjoyed these readings. Some of these texts created problems in student comprehension, as I will discuss later, but in general students reported that readings provided diverse opinions and raised interesting issues for them to engage with throughout the semester. One student wrote, "I truly enjoyed researching and debating mainly because of the interesting topics." This is reiterated by another student who wrote:

The topics we have been discussing in class are interesting, especially in area of African countries, and give me a great chance to explore the other side of the world which are surrounded by problems; education, poverty, cultural conflicts.

Choose Interesting Questions for Students to Construct Their Meaning

It is important to choose central thematic questions to pose to the class to explore and re-visit throughout the semester. I believed that each topic under the spread of English as a Global language should be associated with a conceptual question that is appealing to students. Some of the central questions included were: How does language connect to culture and identity? Is the spread of English another form of colonialism? Are all countries positive about incorporating English language education in schools? Do native speakers of English have more power in the world? Is this fair? The first debate question for semester was, (1) Should English be the language of instruction in Africa? We perpetually came back to these questions throughout the semester so that by the end of the semester students would be able to formulate their own educated opinion about these topics and the second debate topic, (2) Is the spread of English mostly beneficial or detrimental to the world? My hope was that by posing these questions, instead of dictating the answers, students would begin to realize their own opinions. One student wrote, "Because of the teaching style, I could think about the two sides of English. Critical thinking is to understand and consider both sides. In this aspect, I could have done critical thinking successfully."

Emphasize That You are the Facilitator, Not the Expert

Teachers are responsible for giving students a voice, not for contributing to silencing them. One way to not silence students is by always emphasizing that you are the facilitator, not the expert. This will also re-enforce a key principle of critical pedagogy, that teachers and students should participate in co-constructing their class through a process of negotiation (Auerbach, Brito, & Lima, 2003). In other words, all participants work towards a common goal and everyone's knowledge counts (Auerbach et al., 2003). Students know that the teacher holds the power, therefore teachers should debunk the myth of teacher as expert right from the beginning of the course. I always stressed that I am the guide and not a teacher. In that sense, the four months is a journey that the teacher and all students participate in.

Create Student-Centered Lesson Plans

I spent many months designing student-centered, critically engaging lessons. Some activities that I found successful were "Think Pair Shares," "spectrum activities," "mini debates," "research projects," "conducting surveys," "information gap," "jigsaws," and "writing workshops" (see Appendix B for sample lesson plans). I found these activities as a way for students to interact with each other and as a way to encourage them to think through issues. Based on the student evaluations, students were also satisfied. On one item, 81.2% of students strongly agreed with the statement, "I am satisfied with the course content of this class and its instructor's teaching." Furthermore, 95% of the students strongly agreed with the statement, "I would recommend this course to a friend or colleague."

Encourage Critical Analysis

I wanted students to leave the classroom with a critical consciousness; therefore, I always encouraged students to analyze biases and assumptions in the various texts. As one student wrote on their class evaluation, “The most impressive sayings from her [the teacher] on my mind is, ‘I want to teach you guys how to not easily accept.’” I tried to infuse all work in class with critical analysis. One procedure that was very successful in getting students to logically put their arguments together was a mind map software called *Rationale*. *Rationale* was created by Austhink (2004), and it is basically a tool for diagramming reasoning. Using this software in class, students made argument reasoning mind maps. The software was also used to structure student debates and their final research essay. I found that this really improved the students’ ability to organize their ideas and arguments, and to visually see the weaknesses in those arguments as well. We did many activities in groups where students looked at each others’ maps and gave each other feedback. In their class evaluations, one student wrote, “I find the Rationale application very helpful to organize my thinking and logic; it helps me much in writing my research essay and debate.” Another student wrote, “Organizing my thoughts have never been my forte, due to which my essays took a lot of editing and restructuring when I was in high school. This is the main reason I think Rationale was really a good tool to use, when we were planning our essay.” It is not necessary to use this specific software to encourage critical analysis; the activity of mind-maps could also be done on paper. This was just one of successful techniques I liked and recommend.

Build Community

I was hoping for a very critical, engaging class in which students challenge not only dominant theories in political, social, and economic domains but that they also challenge each other. I also hoped that they would recognize each others’ voices and value each others’ opinions. This was very important since the AE2 classes were comprised of students from as many as 10 different countries. In order to achieve this, I realized that I needed to establish a safe learning environment built on respect for each other from day one, by building community. According to Rowland (2002), “Community fosters a sense of trust and belonging, creates a safe space for learning and helps to overcome divides based on differences among students” (p. 187). The best way I knew to create a classroom community was to construct into the curriculum, specific community activities, especially during the first two weeks and throughout the course (see Appendix C).

Overall the community building activities worked very well. Throughout the year, I would spend time in class getting to know the students and letting them get to know each other, resulting in a comfortable learning environment. The result of these activities was positive. One student wrote:

Since our class was super multi-national class, which has students from Japan, Korea, Vietnam, Thailand, Indonesia, Egypt, Pakistan, China, it was a great chance to listen carefully to what others were saying. We are here to live in a globalized

society. To prepare for this, we need tolerance and skills to listen to others' words. I guess this is what I improved the most through this class.

I am pleased my students valued learning from each other as much as I did.

Do Some Activities Unrelated to the Spread of English

Although I argue that the topic of the spread of English is suitable for advanced learners, I am aware that all students are not necessarily interested in this topic. In fact, one student wrote in the reflective essay, "Concerning the discussion of 'English as a global language' or 'English hegemony,' I think it is obvious that everyone is overwhelmed by the power of English language. It is obviously true and no need to further discussion anything." I had a lot of empathy for students who wanted to improve their English but were not interested in this subject. Furthermore, it was important to me that students didn't limit themselves by only associating the critical work we were doing in class related to Global English and failing to use it as a critical tool for their other classes and situations in their life. Therefore, I tried to build in skill-based activities related to other topics besides English. One successful area was focusing on rhetorical devices that the students needed for debating. Students learned rhetorical devices by examining Martin Luther King's "I Have a Dream" speech and Barack Obama's 2008 presidential acceptance speech. They practiced using rhetorical devices through some in-class activities culminating in an impromptu speech. Many students reported liking these activities, as one student wrote, "I enjoyed most of speaking parts in AE2. Impromptu speech is a great practice to raise good public speakers as well as to train students' logic thinking in a well organized speech."

Have an Online Discussion

I recommend any educator who wants to develop a critically informed instruction to have an online discussion for students to participate in and for teachers to give feedback as well as ask students questions. The online discussion not only helps shy students participate more, but also encourages students to build on one another's perspectives to gain a deeper understanding of the materials. This facilitated students in their examination of issues, such as culture, hegemony, Americanization, to become a dynamic process building over time. The online discussion is also a great way to monitor the students' learning and help teachers identify which areas need clarification. This forum became a great chance to play devil's advocate, and force students to think more about generalizations and question their original beliefs (see Americanization online discussion later). In general, students also recognized the benefits of an online discussion:

I feel really interesting to share opinions with others, and I always eagerly check the discussion on blackboard [sic]. I think this (online discussion) idea of the course is brilliant. AE2 discussion activities make us more connected, and make us realize we can always learn something from each other.

Problems Encountered When Designing This Course and How to Improve

Although the course was successful in terms of student praise and popularity, it is imperative to reflect on any course, especially when attempting to add more critical elements to a curriculum. Teacher reflection is one of the components of critical pedagogy. Billig, (2000, as cited in Starfield, 2004, p. 138) states:

Those of us that see ourselves as operating within a critical paradigm have a responsibility to continually challenge received orthodoxies, be they in the so-called mainstream, uncritical paradigms or within research and teaching that situates itself within a critical frame. Therefore, teachers need a perpetual vigilance in our practices to guard against complacency.

Some of these problems I addressed during the course while other problems will be addressed next semester. Exposing my mistakes and problems encountered in my class to the public is very humbling. However, by highlighting some problems I experienced in trying to incorporate a critical curriculum and using English as a global language as content, I hope to influence other educators to try to incorporate more critical practices into their teaching.

Reading Difficulty and Teacher Negotiation of the Readings

By selecting a diverse group of authors who represent different viewpoints on the spread of Global English, some of those readings turned out to be too difficult for the students to comprehend. Although the students are supposed to enter class with a 550 on TOEFL, in reality, many had below 550 on TOEFL and the class was mixed with different linguistic abilities. Even for the best English speakers, Alastair Pennycook and Robert Phillipson are difficult to understand. Ngugi also includes Marxist analysis and language of the proletarian protest. Students found these readings exclusionary and difficult to comprehend. In the reflective essay one student wrote:

It is AE2 provides a lot of “impossible” reading materials. Even with the experience in Advanced English 1, the total amount of reading materials and the profoundness still surprised me in the beginning of the course. I had spent around three weeks in getting used to the stylish writing habits of some authors. Trying to understand everything is my reading habit, but in AE2, I compromised with limited time and other courses. This created a great deal of stress for me.

Another student echoed the same opinion, “At first I have to spend half of a day, reading, trying to understand the reading materials.” Moreover, on the class evaluation, when asked, “How much of the class reading content were you able to understand,” 75% of the students answered that they understood 80% of the class readings.

I was surprised to hear this because the students’ summaries were very well written. When I expressed this surprise to my students at the end of the semester, many admitted to

relying heavily on the power points I used in class in order to understand the text. The irony of this was that I had tried to spend time making student-centered power points, only giving them the authors' main claims after the students first discussed them. I hadn't realized though that many students had never realized and negotiated the authors' main ideas on their own; instead, they had just waited for my interpretation. This was frustrating to me, as I had originally envisioned a class where students negotiated their own meaning, and instead relied on the teacher's interpretation.

At the end of the semester I began to think about how I could alleviate this problem. I still wanted to keep the readings because these readings represent prominent theories on the positive and negative impact of English as a global language. Furthermore, I didn't want to lower standards and discourage students from learning academic language and accessing critical ideas in critical texts. I realized that I needed to find a way of making the readings easier and more relevant to their experiences. Therefore, for next semester I abridged some of the most difficult texts and footnoted difficult phrases and new concepts in order to make the language easier and more accessible. I also created more questions that draw on students' familiar experiences in English education and the world to illustrate more concepts.

Another problem with the reading was my instruction. Although critical thinking is a main tenet of the course, I didn't spend enough time teaching students how to critically read a text. I thought my guided reading questions for each reading would suffice in aiding comprehension but for the future I need to make sure I spend more time in class going over these questions. I also will teach students the reading skills to analyze a text and in effect make their own guided reading questions. This will be helpful to the students as they continue to read difficult academic journal articles throughout their undergraduate courses. Finally, I built in instruction time in the lesson plans to go over the assigned homework. This is a way of scaffolding the reading and previewing the key concepts and arguments to enhance reader comprehension. As I embark on next semester, I will soon discover if these readings do become more meaningful and accessible to students.

Difficult to Promote a Dialogue Where All Students Participate

Although I went to great lengths to create student-centered activities and collaborative learning activities, I still struggled to create a classroom where all students felt comfortable participating. I began to notice that it was always the same students participating in whole classroom discussions. Mainly these were the students who had lived abroad and had a lot of experience reading and discussing in English. I ran the course the same way I had run courses previously in America, with a traditional form of participation consisting of calling on the students who wanted to volunteer. During the semester I began to worry that I was creating a system of instruction that was privileging students that felt comfortable with their English while excluding those who did not. I brought this subject up with students after class one day and they mentioned that although they feel uncomfortable to speak up in front of class, they felt they participated a lot in pair and group work. They asked, isn't that part of participation as well? I realized they were right and that I had been assessing their participation based on my western conception. Although I still called on students to speak to the whole class, I

actively tried to make more opportunities for group discussions, and pair work. Usually I had the groups report back to the class, and I required that each student took a turn in class as the leader to share back to the class. This greatly enhanced participation by creating opportunities for all students to be heard. Towards the end of the semester, many of the shy students felt more comfortable speaking in front of the whole class.

Promote Reflection and Metacognitive Awareness

Looking back at the course, one of the main challenges was time. One semester was not a lot of time to accomplish all the objectives of the course. In an attempt to get through all the course content and assessments, I think I missed opportunities to promote student reflection on learning and therefore promoting metacognitive awareness of one's learning, as achieving a transformative praxis. As mentioned early, praxis in critical pedagogy refers to a "complex activity involving a cycle: theory, application, evaluation, reflection, and then back to theory" (Stevens, 2009, para. 2). Transformative praxis is realized only through action and reflection, and this reflection did not take place as much as I had originally intended. Instead I ended up making the reflective activities as optional homework done outside of class. Students rarely did these extra activities. As one student wrote, "To be honest I think I could have improved more than if I had a chance to do the extra reflection. But because I was so busy with all my homework I never did. It was the worst point I needed to change."

Although I do want students to take more responsibility for their learning, I realized if I actually expected students to reflect on their writing and debating I needed to create more time and incentives for students to do so. When revising the schedule for next semester, I built in activities and class time to promote more reflection on writing and debate.

Connections Students Made With Their Own Learning

Despite these problems, I believe the curriculum's successes outweighed its failures. Throughout the course, I was impressed with the insights and connections students made with their own English learning experiences. At the end of the class, I looked through the student work, two in-class essays, and their online discussions to analyze which themes emerged in the connections students made with the material. The material was coded based on these common themes: resentment towards learning English, English is hegemonic, English is empowering, and English provides opportunities. In this section, I will highlight some of the most interesting connections students made based on the course material. In doing so, I suggest that the spread of Global English is an ideal content for teachers looking to develop a more critically inspired curriculum. In order to keep the original intent of the author, excerpts from student essays are not revised for grammatical errors.

Achebe and Ngugi

In particular, I was especially pleased with the students' analytical responses to Ngugi and Achebe. I chose Achebe and Ngugi as readings to highlight dilemmas African authors

face when choosing which language to write in. Based on an informative quiz about Africa I administered during the beginning of the semester, I found that most of my students had never read any African literature and did not know much about Africa. I used African literature to expel stereotypes students had about Africa and to compare their own countries' experiences with colonialism and relations to language shifts to Kenya's and Nigeria's experience. I found it interesting how students related to Ngugi's experience educated in 1950s British schools in Kenya. One student wrote:

Growing up in a former British colony, I find myself agreeing with Ngugi's assertions on many occasions as they are something I can relate to. When he mentions how the colonial alienation is "reinforced in the teaching of history, geography, music, where bourgeois Europe was always the centre of the universe" I can clearly recall my own lessons at school. My syllabus would require me to learn about issues, whether it was regarding History or Sociology, from a British perspective, using text books that Cambridge University approved. On one occasion, when I asked my teachers as to why we used foreign text books, I was told it was because they were "neutral in their perspectives."

In addition to the connection of colonialism, students connected to the importance placed on English in their own countries. Another student wrote, "I also can avow to his claim that 'coveted place' in society and our social classes are available to 'holders of an English language credit card' as I have seen, time and again, people with sound qualifications being overlooked just because their English accent or prowess is deemed subpar." Although many students recognized the advantages of English, they were able to critically think about who English advantages and the underlying effects of the spread of English.

English in Their Own Country

Another activity I had students do in class was, "English in your country." Students had to do research and share their research with their group, which were composed of other students from other countries, in order to compare and contrast the English in their country. They were told to focus on the following:

- (1) The history of English in their country.
- (2) General attitudes to the English language in their country.
- (3) Official policy with respect to English in their country.
- (4) The history of their personal relationship with English.
- (5) Your attitudes towards the English language.

Students enjoyed sharing their research on English education in their country and discovering similarities between their respective country's language policy and people's attitudes towards English. Through this activity students began to understand the paradoxes created by of the situation of the spread of English. They also began to understand their

government's direct or indirect role in the spread of English. A student from China began to question his/her education system by writing:

As a minority of the current trend, I have a complex of English. The spread of English could not be so intensifying without local "pulling" as well as official "pushing." To acquire English does not only provide more opportunity to every individual, but increase the Chinese labor quality and develop the competitive edge. It is natural for individuals to pursue better education and further career development. However, does Chinese government also be benefited by the boom of English education? Why the only choice of foreign language subject in most of school is the English?

Besides questioning the government's language policy, other students were intrigued by those who have access to English education, and how English education affects society. A student from Korea wrote:

To get a good grade in English, students have to go to private English academies which cost a huge amount of money. Those who do not have enough money to pay for English would not be able to get high scores in English. This cycle cannot be stopped.

Americanization

One of the liveliest online discussions was about Americanization and how it affects students' respective country. The 44 students posted 432 times even though it was only required that they post 88 times. Students were very interested to share their opinions and highlight their different understandings of the word. Most students raised the issue of what Americanization means, such as the influx of American products and lifestyle or values and mental structures. Others questioned how it happened in the first place, such as from America's economic power or democratic and universally appealing values. A student from Vietnam posted, "Even Chinese companies have spreaded a lot in Vietnam and their products have flooded everywhere, but we do not see what is called 'Chinalization.' So, the question is what are the elements that have contributed to such great strength of Americanization?" A student responded that it was not only the economic power, but something else. Note how the student does not feel like a victim to Americanization. He/she wrote:

I believe that people would not accept any transformation unless they do think it is good and suitable with their desires. It is now Americanization because they can convince us that their products are the best, taking the evidence of their absolutely leading position in the world's economies. However, economic power is not the sole reason for Americanization. It is now Americanization for the reason that Americans, representing for the notions of freedom and individualism, have their way of thinking match people's desires.

I was interested to learn that some students associated Americanization with a positive influence on their country. Moreover, they felt the Americanization led their country's people to begin to value freedom and individuality and further led to the establishment of more democratic, egalitarian laws. Particularly many women students associated Americanization with equality, specifically gender equality. A student from Indonesia wrote:

It change our lifestyle brings modernization in Indonesian culture. We love and accept Americanization because it is as a symbol of modernization for developing country such as Indonesia. As Indonesian woman I really agree and accept Americanization of lifestyle in Indonesian culture. Positive impact of Americanization, it brings an equality right between woman and man in many aspects especially in the right of education. Before, only man could go to school and study while woman stay at home and learn doing household work from mother.

Overall Connections

During the semester students studied the spread of English from many different viewpoints: English as an international tool for communication, English as Hegemonic, and World Englishes as a new variety of English. In the end, students were able to negotiate their own opinions about the topic.

In the beginning of the course, based on an informal poll I took in the class and that I wrote about in my journal, students admitted to having never thought about the overall implications of English education in their country and around the world. By the end of the course, most students began to question English hegemony. One student wrote, "My idea of English Hegemony has been changing all the time when I was reading their papers. We not only read one-side opinion but both proponent and opponent opinion in the round. In the end I do believe English is hegemonic." Other students were able to connect our class to their own education at our university, APU, and thus see themselves in the bigger picture of the spread of Global English. The student wrote:

One thing that I am considering is I still feel English Hegemony during the English program of APU. I do not mean that any teacher of the program is bad. But, I still feel inequality between teachers and students. Almost English teacher comes from English speaking countries. Even they ask students to improve their English skill, I confusing about their Japanese level. Maybe Japanese is not necessary for them during this English Hegemony world. But if the efforts to study language of both teachers and student are equal, I think the communication and motivation between us will be better.

Others began to view English education as not neutral language or disempowering language but as, in fact, empowering:

English to me is the language of empowerment. I believe that learning English will

although not solve all the problems that exist in a country like Pakistan, will most certainly help pave way for the healthier future. English is not just a language that one uses to communicate with the rest of the world, but is a language which can bring about a more modern way of thinking in societies. While one may argue that this may mean destruction of culture, in my opinion some traditions of a culture are no longer valid or ethical in the world of today.

Conclusion

From this data, I conclude that the content and instruction did indeed encourage students to become co-creators of their own learning, which fostered student agency and empowerment. In general, based on the class evaluation, students enjoyed the class. Ten students expressed in their reflective essay that they wished there was an “Advanced English 3.” I think part of the reason students liked this class was because it was student-centered, and we did collaborative learning, but I also think “the spread of global English” served as a productive starting point to engage all learners. Students entered the room with a great deal of knowledge and experience relating to the subject of English as a Global Language. Moreover, this topic allowed the students to build on that knowledge, fostering great insights and connections. Furthermore, since one of the central tenets of critical pedagogy is that it has a transformative vision (i.e., hopes to change things), I found this topic especially rewarding. Although my students did not overtly act against the spread of English, they did begin to question the spread of English and English hegemony for the first time. I believe their research, projects, and surveys will influence their lives but also other students at the university.

My overall objective of the course was not to teach students that the spread of English is detrimental or beneficial but for them to make their own opinions based on the different readings and class discussions and projects. I wanted students to question country’s language policies, institution’s language policy and overall English as a Global language. In the end, students did fulfill this objective.

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Appendix A. Advanced English 2 Essential Goal List

Overall Skills	Specific Goal
Speaking	<ol style="list-style-type: none"> 1. Engage in debate, presenting arguments and supporting them. 2. Participate in productive discussions, online and in class. 3. Learn how to argue persuasively using evidence.
Reading	<ol style="list-style-type: none"> 1. Summarize author's main ideas. 2. Read and annotate articles.
Research	<ol style="list-style-type: none"> 1. Reference accurately in APA style. 2. Understand which online journals to use. 3. Conduct effective online research.
Writing	<ol style="list-style-type: none"> 1. Write clear, well-framed paragraphs. 2. Write well-structured, convincing argumentative research essays. 3. Write clear, arguable thesis statements.

Appendix B. Student Centered Activities

1. Research a dying language region

A. Using the information found on the internet

B. Students must include:

1. Some facts about the language region (who what when where).
2. How many people speak the most endangered languages?
3. Examples of words that reflect their culture.
4. Be prepared to share their language region.

C. In groups of four, have students share their languages. Encourage students to take notes as each group member shares, using a power point. Ask:

- After looking at the pictures do you still think an endangered language is not the same as an endangered species?

2. Survey on Linguicism

A. Ask students:

- What does Phillipson say about linguicism?

Explain linguicism as when non-standard English becomes target of discrimination.

B. Ask student:

- What does he use as an example?
- Do you think this is a good example?
- Does this happen at your school?
- To discuss their experiences of Linguicism.

Introduce the homework: to make a survey for other students in order to investigate if linguicism exists at APU. Suggest different questions students can ask. They might want to explore racism as well. For example, one question could be would you rather learn English from a native speaker who is white? Or a native speaker who is Asian? From a native speaker from India or a native speaker from England?

Appendix C. Community Activity

1. Each student sends three facts to the teacher. The facts are information that would surprise the other students in the class.
2. At the beginning of each class, the teacher writes one fact on the board and the students have to guess which student the fact belongs to.
3. If students guess correctly they get a prize; if no one guesses correctly, the student that wrote the fact gets a prize.