Step 1. Gallery Walk: Making a Poster on global social justice issues
Jung, H. & Crookes. G. V. (2024)

Teaching Context:
Location: This lesson was taught to Korean high school students with a common L1 (Korean) in Gyeonggi Province, South Korea; 25-30 students in one class. However, it could be adapted for a range of contexts.
Age Group: 10th graders,
Levels: Mixed, with mostly low intermediate

Aims/Objectives: Familiarize students with a class routine for critical examination (i.e., a 3-step routine including problem-posing, discussing from multiple perspectives, and problem-solving) which later provides a favorable and collaborative atmosphere to examine GE issues with a critical lens.

Outcomes: After completing this activity, students will be able to use expressions to show empathy and express their opinions.

Assumptions about what students already know: This activity assumes that students are familiar with and able to ask and answer WH-discussion questions (e.g., “What is the problem in this reading?").

Class Time: Four class periods, 50 minutes each.

Teacher Preparation Time: 50 minutes, including handouts and arranging poster-making stationeries

Resources Required: 50 minutes, including handouts, tablets, and poster-making stationeries

How does this lesson incorporate a GE focus? Through the critical discussion routine, students foster critical thinking skills and empathy by listening to and valuing marginalized voices. This activity aims to equip students with a critical lens to understand existing power imbalances in English education and create a supportive classroom atmosphere for exploring GE issues and learning GE varieties.

Procedure: Group work for Gallery Walk

- **Topic Selection**:
  - Put students into small groups (e.g., 4-5 students per group), and have each group choose a topic related to global social injustice issues such as racism, fair trade, or gender discrimination (see Appendix A for possible topics).
  - Have each group locate and read a short article that discusses the chosen topic.
- **Vocabulary and Summary**:
  - Have each group create a list of vocabulary words related to their topic and write a brief summary of their article.
- **Discussion**:
  - In the same groups, engage in a discussion on the chosen issue using a 3-step routine (i.e., problem-posing, discussing from multiple perspectives, and problem-solving)

1. **Problem-Posing**: Groups collaboratively read the chosen article and identify the main problem or issue presented. Then a discussion leader writes down the problem statement on a handout.
2. **Discussing from Multiple Perspectives**:
    - Identifying Voices: Start the discussion by identifying different voices or stakeholders involved in the issue. Guide students to think about who is affected by the problem and who has a stake in the solution. (e.g., For climate change, consider perspectives of scientists, policymakers, indigenous communities, farmers, industrial workers, and activists.)
    - Exploring Marginalized Voices: Prompt students to specifically consider and research the perspectives of marginalized groups. Ask questions like:
        - How does this issue impact marginalized communities differently?
        - What are the specific challenges faced by these groups?
        - Are there voices that are often overlooked in the mainstream narrative? (e.g., In the climate change discussion, explore how indigenous communities might be affected by environmental changes and how their traditional knowledge and practices can contribute to solutions. Consider how low-income communities may be more vulnerable to climate-related disasters.)
    - Role-play as an optional activity for integrating speaking activity and empathy:
        - Assign roles to students, having them represent different voices, including marginalized ones. This can help students embody and better understand diverse perspectives.
        - Example: One student could role-play as a scientist, another as an indigenous leader, another as a politician, etc. Encourage them to speak from their assigned perspectives during the discussion.
        - Guiding Questions:
            - What are the main concerns of this group?
            - What solutions would they propose?
            - How do their experiences and knowledge shape their view of the problem?
3. **Problem-Solving:**
    - Solution Brainstorming: Have groups collaboratively brainstorm possible solutions. Encourage creative and critical thinking.
    - Evaluation of Solutions: Have students evaluate the feasibility, pros, and cons of each proposed solution. Encourage them to think about short-term and long-term impacts.

- **Poster Creation**:
  - In the same groups, have students design a campaign poster with a message for change aimed at raising awareness about the chosen issue. Encourage them to consider including any new insights they gained from the discussion.
  - Additional Tips for the Teacher:
    - Guidance and Support: Circulate around the room to monitor discussions, provide support, and ensure that all students are participating.
    - Clear Instructions: Give clear instructions at each step, and check for understanding before moving on to the next step.
    - Materials: Ensure students have access to all necessary materials, such as paper, markers, or electronic devices for digitally created posters. Seating arrangements are recommended to be done ahead of the class.

- **Gallery Walk**:
  - Display the posters outside the classrooms in the hallway for the gallery walk, allowing students and faculty to view and reflect on the messages for change.
  - Reflection: Conclude the activity with a reflection session where students can share what they learned about the topic and the discussion process.

Caveats and Options:
- Utilize samples and modeling to assist students in brainstorming and developing their own products (refer to Appendices).
- Can also utilize online poster-making tools (e.g., Canva) to streamline the process and improve efficiency.
- Collect reflection papers after activities to integrate writing skills and provide teacher feedback
- For Gallery Walk posters, encourage students to include explanations of their work along with their names underneath their posters, allowing students to practice reading and writing in a meaningful way (see Appendix C).
- For Gallery Walk posters, post a sheet of paper beneath each poster, encouraging readers to post their comments.

References and Further Reading: This activity was used, along with two others submitted by the same authors, in a research study of the effects of incorporating GE-focused lessons in a school where English education is heavily influenced by standardized tests that have “American English” as the norm:

Jung, H. & Crookes, G.V. (2024). Enacting a global Englishes and critical pedagogy integrated curriculum in Korean high school English as a foreign language classrooms. *TESOL Quarterly, X(x), ppp-ppp.*

Appendices:

Appendix A. Sample Handout
Appendix B. Brainstorming for group discussion

Poster on International Issues (Group Number:)

1. 주제선정: What is the problem?



Appendix C. Samples of students' posters on the international social injustice issues



Step 2. Readings on World Englishes and Native-speakerism
Jung, H. & Crookes. G. V. (2024)

Teaching Context:
Location: This lesson was taught to Korean high school students with a common L1 (Korean) in Gyeonggi Province, South Korea; 25-30 students in one class. However, it could be adapted for a range of contexts.
Age Group: 10th graders,
Levels: Mixed, with mostly low intermediate

Aims/Objectives: Provide Ss with the essential vocabulary needed for critical engagement with GE issues.

Outcomes: After completing this activity, students will be able to use vocabulary to articulate the socio-political implications of GE language use and express their feelings about it.

Assumptions about what students already know: This activity assumes that students are familiar with and capable of asking and answering comprehension questions about the gist of a reading passage.

Class Time: Two class periods, 50 minutes each

Teacher Preparation Time: 50 minutes to prepare handouts and a PowerPoint presentation for vocabulary and grammar instruction based on the readings

Resources Required: handouts, tablets

How does this lesson incorporate a GE focus? Through vocabulary learning and whole-class discussions on the issues of Global English (i.e., World Englishes, Native-speakerism), students directly apply their critical lens to understand the power imbalances embedded in English language learning and use.

- Articles or readings on World Englishes and Native-speakerism
- Vocabulary list with definitions and example sentences
- Grammar exercises related to the readings
- Translation exercises
- PowerPoint slides or handouts for lecture

Procedure:

1. Introduction (5-10 minutes):
    - Start with a brief introduction to the topics of World Englishes and Native-speakerism.
    - Define key terms and concepts, using visuals or examples if possible.
    - Explain the significance of these topics in the context of global communication and linguistic diversity.
2. Lecture (20-25 minutes):
    - Present the main points from the readings.
    - Highlight:
        - The concept of World Englishes: varieties of English spoken around the world.
        - The historical and social contexts of these varieties.

        - The idea of Native-speakerism: the belief that native speakers of a language are inherently better at using and teaching it.
        - The impact of Native-speakerism on language learning and teaching.
    - Introduction of Vocabulary:
        - Distribute the vocabulary list.
        - Go over each word with the class, providing definitions and example sentences.
        - Use visuals or real-life examples to clarify meanings.
    - Vocabulary Activities:
        - Have students work in pairs to create sentences using the new vocabulary.
        - Conduct a quick quiz or game (e.g., vocabulary matching or crossword puzzle) to reinforce learning.
    - Grammar Learning:
        - Focus on grammar points relevant to the readings.
        - Provide examples from the readings and additional sentences.
        - Review the exercises as a class, discussing any errors and clarifying grammar rules.
    - Translating Activity:
        - Highlight important grammar points for ‘noticing’ so that teachers can situate the readings within the existing curriculum
        - Have students translate them into their native language (if applicable).
        - Discuss the translation process and any difficulties encountered. Highlight how different languages express ideas differently.
3. Teacher-Student Interaction (15-25 minutes):
    - Open the floor for questions and comments.
    - Encourage students to share their thoughts on the readings and lecture.
    - Use guiding questions to stimulate discussion:
        - How do different varieties of English reflect cultural identities?
        - What are the pros and cons of promoting a single "standard" English?
        - How has Native-speakerism affected your own language learning experience?
    - Interactive Q&A:
        - Invite students to ask questions about the readings, vocabulary, grammar, or translation.
        - Provide detailed answers and encourage follow-up questions.
    - Personal Reflection:
        - Ask students to write a short reflection on what they have learned about World Englishes and Native-speakerism.
        - Encourage them to share personal experiences or opinions on the topics.
    - Feedback and Support:
        - Offer individual support for students who need additional help.
        - Provide constructive feedback on their reflections and exercises.

Suggestions for assessment, teacher feedback, student self-assessment, or further student reflection: These readings were used for school reading exam to address institutional needs (school assessment) while enhancing critical dialog. Teachers can also consider:

- Using multimedia resources (videos, audio clips) to make the lecture more engaging.
- Providing extra support or challenge as needed for students at different levels.

- Using formative assessment techniques (e.g., quizzes, reflections) to gauge understanding.

Caveats and Options:
- This activity was relevant to school assessment while directly addressing social injustice and socio-linguistically relevant practices of GE.
- The readings can be adjusted in level and length according to classroom contexts.

References and Further Reading: This activity was used, along with two others submitted by the same authors, in a research study of the effects of incorporating GE-focused lessons in a school where English education is heavily influenced by standardized tests that have "American English" as the norm:

Jung, H. & Crookes, G.V. (2024). Enacting a global Englishes and critical pedagogy integrated curriculum in Korean high school English as a foreign language classrooms. *TESOL Quarterly, X(x), ppp-ppp.*

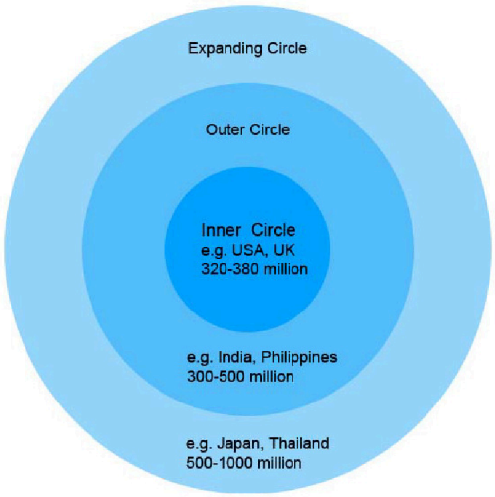
Appendices

Appendix A. Readings on WE and native-speakerism for a regular school exam



'World Englishes' is a term for localized varieties of English. The spread of English across the world resulted in a wide variety of English spoken in various parts of the world. The plural form of English, 'Englishes', represents the current English language situation. That is, English is not only one variety but has many varieties influenced by local languages. English is now not the private terrain of the inner-circle countries but the language that belongs to all those who speak it. To continue to treat inner-circle varieties of English as privileged and to view outer-circle and expanding-circle ones as 'being less equal' can no longer prevail in the case of English.

localized 지역의
spread 확산
result in 그 결과 ~이 되다
variety 다양성
private 사적인
terrain 영역, 지형
privileged 특권을 지닌

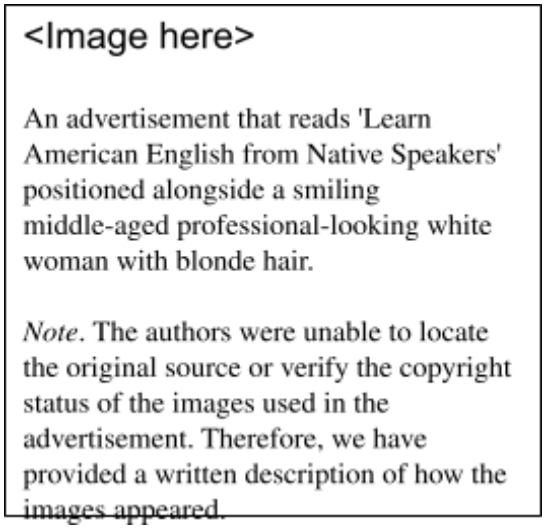


Kachru (1985)

Native-speakerism

Native-speakerism is the belief within English education that the 'native speaker' is a superior or ideal model of English. As an ideology, native-speakerism falsely positions native speakers as the best models and teachers of English, which is racist for two reasons. First, race is implicit in culture. Native teachers are considered superior because they represent 'Western culture' from which spring the ideals of English. Second, it is becoming increasingly apparent that the marketing of 'native speaker' teachers is less to do with language and more to do with an association with 'Whiteness'. This is implicit in job advertisements that specify teachers from inner-circle English speaking countries. At the same time, 'non-White' teachers who have spoken English from birth are categorized either implicitly or explicitly as 'non-native speakers'.

Summarized and adapted from Holliday, A. (2006). Native-speakerism, *ELT Journal,* https://doi.org/10.1093/elt/ccl030



An advertisement that reads 'Learn American English from Native Speakers' positioned alongside a smiling middle-aged professional-looking white woman with blonde hair.

Note. The authors were unable to locate the original source or verify the copyright status of the images used in the advertisement. Therefore, we have provided a written description of how the images appeared.

superior 우월한
ideal 이상적인, 이상적인 것
ideology 이념
implicit 내포된, 암시하는
apparent 분명한
association 연상
specify 구체화하다
implicitly 은연중에 ←→ explicitly 명시적으로

Appendix B. School exam questions based on the readings of WE and native-speakerism

1. 다음 글 에서 전체 흐름과 관계 <u>없는</u> 문장은? [3.6점] (Which sentence in the following passage is <u>not</u> related to the overall flow?)

'World Englishes' is a term for localized varieties of English. The spread of English across the world resulted in a wide variety of English spoken in various parts of the world. ① The plural form of English, 'Englishes', represents the current English language situation. ② That is, English is not only one variety but has many varieties influenced by local languages. ③ English is now not the private terrain of the inner-circle nations but the language that belongs to all those who speak it. ④ Similarly, some English expressions may seem strange to non-native speakers from outside of inner-circle countries. ⑤ To continue to treat inner-circle varieties of English as privileged and to view outer-circle ones as "being less equal" can no longer prevail in the case of English.

2. 다음 글의 밑줄 친 부분 중, 문맥상 낱말의 쓰임이 적절하지 <u>않은</u> 것은? [4점] (Among the underlined in the following text, which word is <u>not</u> used appropriately in the context?)

Native-speakerism is the belief within English education that the 'native speaker' is an ideal model of English. As an ideology, native-speakerism ① <u>falsely</u> positions

native speakers as the best models and teachers of English, which is racist for two reasons. First, the notion of race is implicit in culture. Native teachers are ② preferred because they represent 'Western culture' from which spring the ideals of English. Second, it is becoming increasingly apparent that the marketing of 'native speaker' teachers is less to do with ③ language and more to do with an association with 'Whiteness'. This is ④ implied in job advertisements that specify teachers from inner-circle English speaking countries. On the other hand, those who are from outer-circle countries tend to be categorized either implicitly or explicitly as ⑤ superior teachers.

Step 3. Teaching My Classmates: Oral Presentations on GE
Jung, H. & Crookes. G. V. (2024)

Teaching Context:
Location: This lesson was taught to Korean high school students with a common L1 (Korean) in Gyeonggi Province, South Korea; 25-30 students in one class. However, it could be adapted for a range of contexts.
Age Group: 10th graders,
Levels: Mixed, with mostly low intermediate

Aims/Objectives: Enhance GE awareness and knowledge by providing equal footing on GE varieties with General American English (the standard variety in Korean high schools)

Outcomes: After completing this activity, students will be able to articulate some of the differences between various GE varieties and General American English, being more open to diverse identities and histories associated with these varieties.

Assumptions about what students already know: This activity assumes that students are familiar with the power issues associated with privileged varieties (e.g., British English, American English) based on the content covered in the previous two modules (see Step 1, Step 2).

Class Time: Six class periods, each lasting 50 minutes.

Teacher Preparation Time: 50 minutes, including setting up the online sharing site (e.g., Padlet) and preparing handouts

Resources Required: handouts, tablets, ppt slides

How does this lesson incorporate a GE focus? Exposing students to a wide range of GE varieties through oral presentations allows them to immerse themselves in the rich tapestry of global linguistic and cultural landscapes. This exposure encourages students to embrace the diverse identities and histories associated with these varieties, fostering a greater appreciation for the complexity and richness of the English language worldwide.

Procedure: Group oral presentaton

- Put students into small groups, and give each a copy of the guidelines for group presentations (Appendix A).
    - Review each step of the guidelines, answering any questions the students may have.
    - Let students know how many minutes are allowed/required for their presentations.
- Have each group collaboratively choose one variety of GE and prepare a presentation outlining its characteristics, as well as its linguistic, historical, or cultural backgrounds, and a comparison between their chosen variety and the variety of English that is taught in school.
- Have each group present their chosen GE variety to classmates by comparing it with American English, highlighting similarities and differences.

Caveats and Options:

- Students can include short video clips they referred to or found interesting about the GE variety of their choice for other students' reference. This allows other students to gain further information and insight about the GE variety being presented.
- As experts on the chosen GE variety, students teach their peers while explaining important and interesting backgrounds of the GE variety.
- Based on students' presentations, the teacher can remind students that even within the same country (e.g., UK, US), there exist different accents, orthographies, and lexical items, which make it natural to have GE varieties rather than one standard variety as privileged.

References and Further Reading: This activity was used, along with two others submitted by the same authors, in a research study of the effects of incorporating GE-focused lessons in a school where English education is heavily influenced by standardized tests that have "American English" as the norm:

Jung, H. & Crookes, G.V. (2024). Enacting a global Englishes and critical pedagogy integrated curriculum in Korean high school English as a foreign language classrooms. *TESOL Quarterly, X(x), ppp-ppp.*

Appendices.

Appendix A. Guidelines for Oral Presentations on GE

Please include the following content in your presentation:

1. **English Variety**: Specify your group's chosen English variety (e.g., Indian English, Vietnamese English, Scottish English, etc.).
2. **Reason**: Explain why your group chose this regional variety.
3. **Differences/Characteristics**: Highlight the differences and characteristics of the chosen English variety in comparison to the American English taught in school. Include a minimum of five examples and expressions.
4. **Reflection**: Share what you've learned and felt using the Padlet.

Note. Please ensure you provide the names or links to the resources you've used as references (e.g., YouTube videos, books, online materials, etc.).

Appendix B. Example of Sharing the Summary on Padlet for Peer Comment and Further Study

