

Transformative pedagogy in English language teaching

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Abstract

The international community has pledged that, by 2030, all learners acquire the knowledge and skills needed to promote sustainable development, including global citizenship (UN 2030 Framework). Educational institutions have been charged with the responsibility to promote global citizenship by teaching their students to be contributing members of the larger global community with their skills and education (United Nations Academic Impact, 2022). This presentation will report on design of a language project “Nurturing Global Citizenship through English (NGCE)”, which puts English learning and practice in the context of global themes including environment, intercultural communication, equality and technology. The project encourages learners to assume their social responsibilities and transform the world through experiential and reflective learning and advocacy group projects. This transformative pedagogy puts the achievement of sustainable development goals as its primary objective while English language learning only a means. Pre-course and post-course student performance evaluation and pre- and post-course questionnaire survey indicated noticeable impact in some areas of global citizenship education and English language competency.

Keywords: transformative pedagogy, global citizenship education, ESL/EFL