

Implementing Global Citizenship Values in Teaching the English Language

Dr. Hind Aljuaid

Assistant Professor of Applied Linguistics
Foreign Languages Department, Taif University
Saudi Arabia

Abstract

The ongoing globalization has largely contributed to an increasingly interconnected world. As a result, there is a need for the creation of global citizenship values among students to equip them to be more competitive and collaborative in resolving emerging global problems like climate change, healthcare pandemics, social justice, and human rights. The English language has become one of the tools to equip students about cultural diversity and cultivate respect for diverse communities. However, all these efforts have not been achieved through teaching the English language. The objective of this study was to explore how global citizenship values may be implemented in teaching the English language. Secondary research was conducted to identify past studies on the topic from different academic databases. Insights from past studies showed that key global citizenship values that teachers implement in the English language include human rights, morals, cultural equality, identity, diversity, intercultural competency, social justice, conflict resolution, negotiation, globalization, and sustainable development. Teachers implement global citizenship values in their language classrooms through brainstorming and encouraging critical thinking and asking questions. Through teacher-centered teaching educators largely explore local values, views, assumptions, and connections related to global citizenship. Teachers also encourage reflection and student-centered learning through a collaborative inquiry about global challenges and their solutions. Despite efforts to implement global citizenship values, teachers experience hurdles like student resistance, lack of a common implementation framework, low teacher competency, lack of professional development opportunities, and absence of a global citizenship curriculum. Future research should corroborate the findings by undertaking primary research using interviews and surveys questionnaires.

Keywords: Global citizenship, English language teaching, English language learning, globalization

1. Introduction

Global citizenship education (GCE) has been reported to be central to preparing students to face growing global challenges like war, migration, health pandemics, and climate change. Growing efforts have been made to implement relevant global citizenship values and skills in the classroom. The efforts, however, have been less effective in developing desired global citizenship competencies among students. The lack of a common implementation framework has contributed to the uncoordinated incorporation of GCE in multiple subjects like science and technology. In the English language, the connection with GCE has been limited. However, foreign language classrooms seem ideal spaces to develop global citizenship (LaScotte & Peters, 2021; Peters & Anderson, 2021). The current introduction chapter introduces the background to the study, identifies the study problem, and outlines the research aim and research questions.

1.1 Background to the Study

The advent of information and technology in the 21st century has increasingly contributed to globalization. The world is more interconnected allowing seamless socio-cultural exchange amongst people from diverse backgrounds and countries. In the process, societies are more aware of varied cultures across the world, with individuals encouraged to embrace diversity. However, living in the 21st century poses varied challenges for societies including health problems, war, climate change, migration, and environmental pollution (Estellés & Fischman, 2020).

These problems arguably result from an increasingly interconnected world (Goren & Yemini, 2017). Addressing these challenges requires every individual to look after the world and everything impacting its sustainability.

Global citizenship values (GCV) are a response to this being an educational initiative to prepare students, not only to face modern challenges but also to create awareness of the responsibilities and opportunities that come with being a member of the global community. Reconfiguration of cultural and geographical boundaries has led to the redefinition of the notions of citizenship and the need to raise awareness about the need to educate people as citizens of the world (LaScotte & Peters, 2021). A growing body of research shows that students who are most effective in acquiring English as a foreign or second language (EFL or ESL) effectively demonstrate mastery of intercultural interactions. For most students, however, engaging in intercultural interactions may be a tedious and difficult experience (Thomas et al., 2018; Yu & Peters, 2019).

Key among the challenges experienced among educational stakeholders like students and teachers is the lack of a universal curriculum for implementing GCV in schools. A recent study reported that teachers have a responsibility to contribute to student development in global citizenship values and skills, but lack GBV knowledge, attitude, lessons, and skills themselves. (Peters & Anderson, 2021). In 2015, the United Nations Educational, Scientific and Cultural Organization (UNESCO) published guidelines on how learning institutions may implement global citizenship education (GCE) in the classroom (UNESCO, 2015). However, critics report that few outcomes have been achieved in realizing GCE education in the classroom, especially in teaching the English language. The purpose of this study was to explore how to implement GCV in teaching the English language using data from past studies on the topic.

1.2 Problem Statement

While more remains to be known about the use English language in promoting global citizenship values, there is a paucity of research on how to implement global citizen values in teaching the English language. The extant literature shows that important efforts have been made in various countries to incorporate GCE in the school curricula. Most efforts are focused on disciplines like mathematics, sciences, and technology with limited research in teaching the English language. As such, this creates a knowledge gap in the literature regarding how values should be instilled in the teaching of the English language. Proponents argue that the language classroom is the most ideal place to incorporate the teaching and learning of GCE, given its cross-cultural nature. The purpose of this study was to explore the potential opportunities for the development of GCE in teaching the English language through a systematic review of past studies on the topic. The study gives important recommendations to foster global citizenship in English language classrooms.

1.3 Aim and Research Questions

This systematic review of literature aims to explore how to implement global citizenship values in teaching the English language. Three research questions were created to understand this research aim as follows:

RQ 1: What key global citizenship values are implemented in the English language?

RQ2: How do English language teachers implement global citizenship values in their language classrooms?

RQ 3: What hurdles and barriers hinder the effective implementation of global citizenship values in English language classrooms?

2. Literature Review

The purpose of this systematic review of literature is to explore how to implement global citizenship values in teaching the English language. In this literature review chapter, insights from past studies are discussed based on global citizenship implementation. The focus includes theoretical insights, the conceptualization of GCE, and potential knowledge in the literature that necessitates the need for future research.

2.1 Theoretical Framework

Researchers and practitioners have attempted to formulate theories to understand how global citizenship may be effectively implemented in the classroom. Within applied linguistics, various theories of second language learning have been formulated. Beginning in the 1960s, Levy Vygotsky proposed the sociocultural approach (Vygotsky, 1960). The sociocultural theory postulated that students learn the language better when exposed to a supportive learning environment. Over the years, linguists have confirmed that languages are best acquired within the sociocultural context where there are useful mediators like collaborative learning, guided participation, scaffolding, and learning community (Tzurriel, 2021).

Albert Bandura further proposed the social cognitive theory to explain how the environment influences student learning (Bandura, 1977). In line with the social cognitive theory individuals' learning is influenced by who they interact with within their environment (Bandura, 1986). The findings align with observations by Vygotsky who argued that a rich social environment is essential in influencing the cognitive development and learning of a person (Vygotsky, 1978). In this study, the implementation of GCE in teaching the English language would be facilitated when teachers create an environment to develop an interpersonal dialogue with students necessary for learning citizenship values and skills.

Through the zone of proximal development (ZPD), Vygotsky reported that individuals are exposed to acquire new insights from experienced others on a new topic (Vygotsky, 1978). In this study, teachers who are more experienced about GCE values like social justice and equality, peace, conflict, sustainable development, and climate change may be key to enabling students in English classrooms to understand how to approach these global challenges (Newman & Latifi, 2020). Considered together, the works by Lev Vygotsky and Albert Bandura suggest that students learn best when collaborating with more experienced teachers within a rich social environment characterized by an engaging and captivating curriculum (Bandura, 1986; Vygotsky, 1978). Therefore, the sociocultural and social cognitive theories offer a comprehensive framework to understand how teachers may effectively implement GCE in teaching the English language.

2.2 Global Citizenship: Definitions and Conceptualization

A review of past literature shows a lack of consensus on the definition of global citizenship. Some researchers have defined global citizenship as learning about complex challenges like international trade, conflict, and sustainable development (Bosio, 2021 Davidson & Liu, 2018). Other studies have defined a global citizen as a person that speaks multiple languages, comprehends various cultures and does not have prejudice towards other cultures (Jakubiak, 2019; O'Dowd, 2019). According to Oxfam, which prepares the global citizenship curriculum, a global citizen is considered someone who is aware of the wider world and has a sense of personal responsibility as a world citizen (Maire, 2020; Oxfam, 2021).

Global citizens also respect and embrace diversity, in addition to a comprehension of how the world works (Illingworth, 2020). Further, researchers have noted that a global citizen is committed to social justice and actively takes part in the community at various levels, from the local to the global (Maire, 2020). Importantly, global citizenship seeks to develop skills on how to work with others to make the world a more sustainable and equitable place (Akbana & Yavuz 2020). One of the major issues surrounding the concept of global citizenship is the ambiguity inherent in the term. The uncertainty is often reflected through the literature on global citizenship which remains incoherent and often depends on 'vague rhetoric' instead of solid definitions (Pratama & Yuliati, 2016).

Moreover, there are also differing perspectives within various disciplines regarding global citizenship. Such variations have led to the use of different terms to describe GCE, such as intercultural citizenship, transnational citizenship, and universal citizenship. Due to the lack of a universal conceptualization of GCE, there are various approaches to its implementation in the classroom, making it difficult to achieve global citizenship values in schools (Thomas et al., 2018). Some researchers have attempted to conceptualize citizenship through a framework of responsibilities and rights, anchored on social, economic, and political considerations (Porto & Yulita, 2019). Over the years, the notion of global citizenship has evolved to include education, human development, and the future of humankind. Schools are tasked with working towards the education of good citizens, able to work with others, critically participate in the democratic construction of societies, and with a sense of identity (Maire, 2020).

2.3 Global Citizenship Education

Efforts have been made in various parts of the world to implement GCE in learning institutions. A recent quantitative study examined imagined communities of practice regarding their implementation of GCE in their classrooms (Tajeddin et al., 2021). A total of 592 participants took part in surveys. Results showed that teachers and tutors facilitate GCE among English language students through identity development, communication strategies, and cooperation with others (Tajeddin et al., 2021). Another qualitative study set to understand how teachers support normative non-English speakers in their universities in the United States (Peters & Anderson, 2021). Researchers recruited 23 faculty and staff to participate in online interviews.

Results showed that some higher institutions of learning have introduced citizenship or citizenship competencies as a new subject, while others have attempted to incorporate the global citizenship values like globalization, governance, and human rights in their subjects (Peters & Anderson, 2021). However, GCE has been widely incorporated in different subjects with a limited focus on teaching the English language.

Researchers have attempted to understand the slow incorporation of GCE in English teaching. A recent qualitative study explored EFL lecturers' voices about global issues in teaching the English language (Akban & Yavuz, 2020). Data findings from interview responses with 13 EFL lecturers showed that the tutors had a clear understanding of global issues. However, they lacked specific methods to incorporate global citizen values in their language teaching, preferring both dependent and independent techniques (Akban & Yavuz, 2020). In another qualitative study, researchers examined how communicative and citizenship competencies are fostered in language teaching in Colombia. Action research was used to conduct insider research with interviews, diaries, student artifacts, and observations used to collect data. Findings showed that tutors use a task-based approach to deliver citizenship and communicative values to students. However, the lack of a common teaching curriculum hinders effective instruction delivery (Romero & Pérez, 2021). The findings show lack of a specific teaching framework may potentially hinder the implementation of GCE in teaching relevant citizenship skills and values in the English language.

A peer review of studies published between 2003 and 2018 reported potential challenges to GCE uptake in the school curriculum. In their review of past studies on the topic, Estellés and Fischman observed that there have been efforts to develop a framework to address global citizenship challenges through teacher education (Estellés & Fischman, 2020). The focus has been tailored on encouraging teachers to teach emerging global issues in their classrooms. In the traditional learning settings, however, the connection between English language teaching and GCE has not been a point of concern even in EFL and ESL classrooms, making it difficult for teachers to create the ideal space to develop global citizenship (Estellés & Fischman, 2020). Traditional settings also lack support to strengthen local identity and foster acceptance, tolerance, and understanding of diversity at national, regional, local, and global levels (Goren & Yemini, 2017). These challenges hinder efforts to teach GCE skills, knowledge, and attitudes in teaching the English language. Thus, tackling these problems may require changes to traditional educational approaches and developing teaching methods to facilitate GCE implementation in teaching the English language.

2.4 Knowledge Gap

GCE continues to receive growing research interest among linguists in the scholarly and practitioner literature. Insights from past studies show that the concept of global citizenship varies in the extant literature as evident from multiple and conflicting deviations of GCE values, skills, and competencies. Moreover, existing studies show a lack of a common curriculum or teaching framework when implementing GCE in the classrooms. Specifically, there is a lack of a specific approach in English language settings and teachers express challenges of specific factors to consider or values to teach students. Common issues taught in global citizenships classrooms include equality, justice, identity, diversity, human rights, governance, and climate change. In the light of a common framework, there is a need to explore and identify approaches to implement global citizenship values in teaching the English language.

3. Methodology

The purpose of this systematic review of the literature was to explore how to implement global citizenship values in teaching the English language. To examine this research problem, data was collected from past literature studies on the topic. In the current methodology chapter, the methods and strategies used to collect relevant data are discussed. The chapter discusses the sources of information, search criteria, selection procedure, and search outcomes.

3.1 Research Design and Information Sources

Secondary research was conducted to identify relevant literature on the topic. The search was conducted on four academic databases including Google Scholar, Scopus, ERIC, and Academic Search Complete, EBSCO.

The use of secondary research was informed by past studies that have applied it to understand global citizenship uptake in English language teaching. Recent studies have used secondary resources from different linguistic

databases to understand how global citizenship is integrated into English language teaching. For example, a recent systematic review explored 37 studies and reported that policymakers and educators in many countries have widely embraced GCE in their school curriculum (Goren & Yemini, 2017). Another literature review based on 23 studies published between 2014 and 2020 discovered that GCE has become a dominant educational solution to global challenges when integrated into EFL and ESL classrooms (Estellés&Fischman, 2020). In this study, using a secondary research design was considered a suitable research approach to understand the study problem, besides being cost- and time-effective when compared to collecting primary data through surveys and interviews.

3.2 Eligibility Criteria

A pre-determined inclusion and exclusion criteria were used to identify relevant secondary resources on how to implement GCV in teaching the English language. The inclusion criteria were limited to studies published in the last 5 years (i.e., between 1st January 2017 and October 2021). Including the most recent studies was considered important in capturing the latest trends on the topic. Included studies were limited to peer-reviewed journal articles. Books, book reviews, commentaries, articles in periodicals, blogs, and opinion articles were excluded from the study.

3.3 Search Strategy

Keywords and phrases related to the topic were used to search for relevant literature publications from the four academic databases. Boolean search criteria were used to extract relevant studies using single keywords or a combination of phrases. The key search terms used included “global citizenship education” AND “teacher education in global citizenship” AND “implementing global citizenship values” AND “global citizenship curriculum in education. Additional search terms included “integrating global citizenship in second language teaching” AND “implementing global citizenship in foreign language teaching” AND “teacher perspectives of global citizenship education” AND “school support for global citizenship values.” For the suitable research articles and publications to be identified for further evaluation, the article had to contain at least two or more keywords in their titles or abstracts. Any potential differences and discrepancies in the keywords and articles identified during the search process were attributed to differences in search optimization or subject headings used by the different academic databases.

3.4 Selection Procedures

All retrieved studies were assessed for their quality and reliability using the Joanna Briggs Institute Critical Appraisal Checklist (JBI-CAC). The JBI-CAC consists of 10 quality appraisal questions for assessing the quality of studies. Table 1 presents the 10 JBI-CAC quality appraisal questions used to assess the reliability and validity of the studies. The JBI-CAC has been used over the years to appraise and evaluate reliable and quality studies for systematic studies based on the 10-point question checklist (Goren & Yemini, 2017).

Table 1: JBI-CAC Appraisal Questions Used to Assess the Quality of the Extracted Studies.

No.	Questions
Q1.	Is the purpose of the study/research problem identified?
Q2.	Was the study designed to achieve specific research aims/problems?
Q3.	Is the population identified and sample adequately described?
Q4.	Are the intervention measures clear and data easy to understand?
Q5.	Did the study include controls, blinding, or placebo group?
Q6.	Are the data collection methods or sources of data adequately detailed?
Q7.	Does the study explain the reliability/validity of the measures?
Q8.	Are the techniques used to analyze the data adequately described?
Q9.	Are the outcome measures clear and research limitations identified?
Q10.	Are possible ethical concerns, conflict of interest, or funding sources identified?

Based on the 10 quality assessment questions, the identified studies were ranked on a scale of 1 to 10, with the quality assessment based on a three-point scale: "Yes" = 1 point; "No" = 0 points; and "Partially" is equal to 0.5. Based on this criterion, every study was assigned a score of between 0 and 10.

Studies that scored higher than 8 points were included in the study on the assumption that they had met most of the validity and reliability criterion in line with the JBI-appraisal tool (Goren & Yemini, 2017). A total of 15 peer-reviewed journal articles were identified from the four academic databases.

3.5 Search Outcomes

The initial search of the literature identified 362 studies related to the topic. A total of 94 duplicates were removed from the studies remaining with 268 articles. A further 210 were excluded from the study as 49 were published before 2017, 63 were not related to GCE, 21 were books, 17 had abstracts only, 9 were opinion articles, and 8 were periodical articles. There was a total of 48 full-text articles used in the final assessment. The quality evaluation further excluded 34 studies since 19 were global citizenship studies in non-linguistic settings, and 14 were global studies in science and technology disciplines. Thus, a total of 15 studies were included in the final systematic review of the literature. Figure 1 shows the literature search process and Table 2 presents the 15 studies used in the final systematic review of the literature.

Figure 1: Literature Search and Evaluation Process

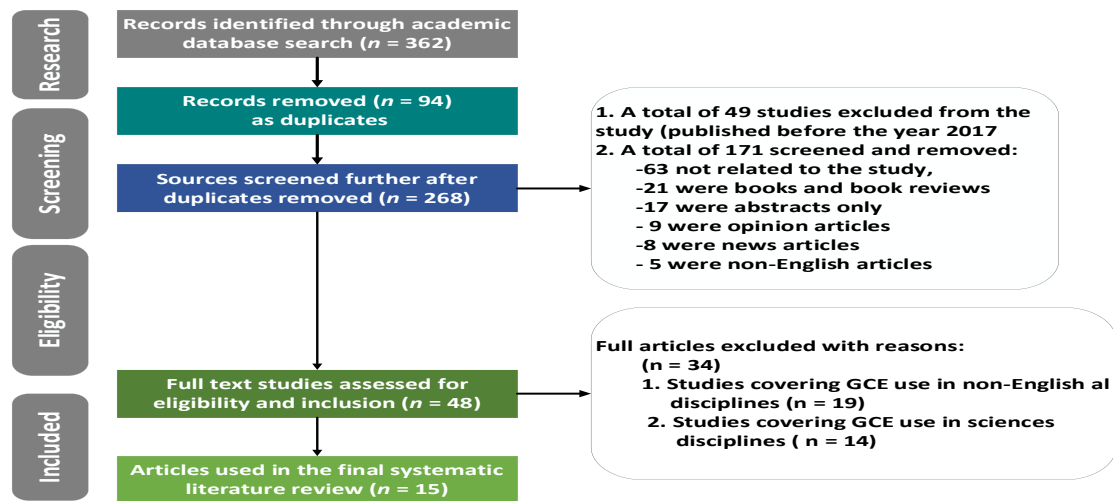


Table 2: Studies that were used in the Final Systematic Review and their Score on the JBI-CAC Appraisal Tool.

	References	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total
1	Ahmad, 2021	1	1	1	1	1	1	1	1	1	1	10
2	Ali &Hidayah, 2021	1	1	1	1	1	1	1	1	1	1	10
3	Ashraf et al., 2021	1	1	1	1	1	1	1	1	1	1	10
4	Bosio, 2021	1	1	1	1	1	1	1	1	1	1	10
5	Chirciu, 2020	1	1	1	1	1	1	1	1	1	1	10
6	Davidson Liu, 2018	1	1	1	1	1	1	1	1	1	.5	9.5
7	Estellés&Fischman, 2020	1	1	1	1	1	1	1	1	1	1	10
8	Gashi et al., 2021	1	1	1	1	1	1	1	1	1	1	10
9	Harðardóttir& Pall, 2021	1	1	1	1	1	1	1	1	1	1	10
10	Hazhar, 2021	1	1	1	1	1	1	1	1	.5	.5	9
11	Kanayake et al., 2021	1	1	1	1	1	1	1	1	1	1	10
12	Lenkaitis&Loranc, 2019	1	1	1	1	1	1	1	1	1	1	10
13	Oh, 2021	1	1	1	1	1	1	1	1	1	1	10
14	Salih & Omar, 2021	1	1	1	1	1	1	1	1	1	.5	9.5
15	Vandeyar, 2021	1	1	1	1	1	1	1	1	1	1	10

The purpose of this systematic review of the literature was to investigate how to implement global citizenship values in teaching the English language. In the current findings chapter, the focus is to present key data collected from 15 studies identified from four academic databases. The data findings include a summary of key global citizenship values that are being implemented in teaching the English language, approaches used by English language teachers to implement global citizenship values in their classrooms, and potential hurdles and barriers that hinder effective implementation of global citizenship values in English language classrooms.

4.1 Global Citizenship Values are Implemented in the English Language

Seven studies were identified from the study identifying various global citizenship values incorporated in teaching the English language (Ahmad, 2021; Bosio, 2021; Gashi et al., 2021; Lenkaitis & Loranc, 2019; Oh, 2021; Salih & Omar, 2021). Table 3 presents the key studies, specific countries where the studies were conducted, and GCE values in the English language. The GCE values included in teaching the English language include human rights, values, morals, in addition to cultural identity, diversity, intercultural competency, conflict resolution, negotiation sustainable development, economic growth, and globalization.

Table 3: Global Citizenship Values are Implemented in the English Language

References	Country	Global citizenship values
Ahmad, 2021	Saudi Arabia	Human rights, values, morals
Gashi, 2021;	Kosovo	culture, equality, language
Lenkaitis & Loranc, 2019	United States, Mexico, Poland, Spain	identity, diversity, intercultural competency, social justice, conflict resolution, negotiation
Bosio, 2021	Japan	Sustainable development, social efficiency, economic growth
Oh, 2021	South Korea	Globalization, interdependence
Salih & Omar, 2021	Oman	Cultural diversity, intercultural competency, and self-awareness

In line with Table 3, Gashi (2021) conducted a qualitative study on 23 Kosovo teachers in Grade 6. Data findings from interview responses showed that Kosovo teachers emphasize the creative use of diverse cultural materials in their English classrooms. Teachers believed that teaching students about other cultures and comparing them to local Kosovo culture empowered learners to appreciate and embrace global cultural diversity.

By contrast, Lenkaitis and Loranc-Paszyk (2019) examined how reflective engagement enables learners to develop global citizenship skills. A six-week virtual exchange among university students from the United States, Spain, Poland, and Mexico was conducted. Researchers found key issues discussed included awareness, embracing cultural diversity, caring for others, promoting social justice, and having a sense of responsibility as a global citizen (Lenkaitis and Loranc-Paszyk, 2019). Similar observations were made in another qualitative study by Salih and Omar (2021) among Oman university students. Findings showed that tutors emphasized global citizenship values of intercultural competency and self-awareness in teaching the English language.

Additional global citizenship values introduced in teaching the English language include human rights, values, social justice, equality, and globalization. In Saudi Arabia, college tutors have embraced the need to promote moral lessons, humanity, and fairness in teaching the English language in GCE settings (Ahmad, 2021). In Japanese universities, a key focus includes economic growth, global markets, global consciousness, and promoting student understanding about different countries (Bosio, 2021). The additional focus on GCE has also attempted to assess global citizenship values taught among Korean universities. A recent qualitative study assessed key values that tutors model in their EFL and ESL classrooms (Oh, 2021). Results showed that college tutors emphasize student understanding about globalization and individual role as global citizens, the study of global competence, technology, and English communication.

4.2 Implementation of Global Citizenship Values in Classrooms

Five studies identified various strategies that teachers use to implement global citizenship values in their classrooms (Ali & Hidayah, 2021; Ashraf et al., 2021; Davidson Liu, 2018; Estellés & Fischman, 2020; Lenkaitis & Loranc, 2019). The implementation approaches include the use of brainstorming and encouraging students to embrace critical thinking and ask questions about global citizenship values (Lenkaitis & Loranc, 2019). Also, educators embrace teacher-centered approaches when teaching local values, views, assumptions, and connections related to global citizenship (Ashraf et al., 2021). Directing instruction has also been applied to teaching students enrolled in English lessons about complex global values and the need to embrace multiple cultural views (Ali & Hidayah, 2021). Collaboration, engagement, teamwork, and student-centered teaching have also been used in implementing global citizenship values among ESL and EFL students (Davidson & Liu, 2018). Finally, through cooperative learning, some teachers also work towards enriching daily learning about global citizenship in their classrooms (Estellés & Fischman, 2020). Table 4 presents the five studies and different approaches used by educators to implement global citizen values in teaching the English language.

Table 4: Implementation of Global Citizenship Values in Classrooms

References	Country	Implementation approaches
Lenkaitis & Loranc, 2019	United States, Mexico, Poland, Spain	Brainstorming about critical thinking, asking questions,
Ashraf et al., 2021	Pakistan	Teacher centered teaching of exploring local values, views, assumptions, and connections
Ali & Hidayah, 2021	Indonesia	Directing instruction on complex global values, embracing multiple perspectives
Davidson & Liu, 2018	Japan	Student-centered views as active global citizens
Estellés & Fischman, 2020	England, Australia, Canada	Use of cooperative learning to enrich daily learning of global citizenship values

4.3 Hurdles and Barriers to Implementation of Global Citizenship Values

Six studies identified potential hurdles to the implementation of global citizenship values in teaching the English language. The studies included the following (Ashraf et al., 2021; Chirciu, 2020; Harðardóttir & Pall; Hazhar, 2021; Kanayake et al., 2021; Vandeyar, 2021). Key challenges that hinder the effective implementation process include student resistance and lack of student readiness to embrace English learning (Chirciu, 2020). Additional challenges included the lack of a common implementation framework (Ashraf et al., 2021). Also, some teachers lack relevant competency, professional development, and adequate teaching skills on global citizenship values (Kanayake et al., 2021). Weak English educational context in some countries (Hazhar, 2021), and failure to include native students in ESL and EFL classrooms further negative the implementation process (Harðardóttir & Pall). Finally, in most countries, there is no specific global citizenship pedagogy within the English learning curriculums (Vandeyar, 2021). Table 5 presents the main barriers that impact the implementation of global citizenship values in teaching the English language.

Table 5: Barriers and Hurdles to the Implementation of Global Citizenship Values in Teaching the English Language

References	Country / region	Hurdles and challenges to implementation
Chirciu, 2020	Oman	Lack of student readiness, resistance
Ashraf et al., 2021	Pakistan	Lack of common implementation framework
Kanayake et al., 2021	International review	Low teacher competency, professional development, teaching skills
Hazhar, 2021	Iraq	Weak English educational context
Harðardóttir & Pall	Europe	Lack of inclusion, specific citizenship values
Vandeyar, 2021	South Africa	Lack of specific pedagogy and curriculum

5. Discussion and Conclusion

The purpose of this systematic review of the literature was to investigate how to implement global citizenship values in teaching the English language. The current discussion chapter discusses the obtained data findings from the 15 peer-reviewed studies. Specifically, the discussion is presented chronologically in line with the formulated research questions, past studies, and the sociocultural and social cognitive theories.

5.1 Discussion of Key Findings

Research Question 1 was created to explore the following: What key global citizenship values are implemented in the English language? Findings from the examined studies identified that teachers implement various global citizenship values in their English classrooms. Emphasis on equality and social justice was one of the major themes in the classroom reflecting potential challenges experienced in the world (Ahmad, 2021; Gashi, 2021). Tutors who introduce social justice in their language classrooms enable conversation about these issues and encourage learners to voice their concerns about unjust situations (Lenkaitis&Loranc, 2019). Their introduction in the classroom gives rise to discussions of equal treatment of persons irrespective of their sexuality, disability, religion, gender, or race resulting in acceptance of diversity (Bosio, 2021).

Research also emphasized the need to embrace diversity and identity. Such an approach ensures individuals accept other races, cultures, values, and religions (Gashi, 2021). Teaching students about diversity and identity empowers them to become aware of how diversity is handled in the world while enabling them to discover their own identity and role within the global space (Oh, 2021; Salih & Omar, 2021). Teachers also promote globalization in their GCE settings in terms of social, political, and economic values. Teachers who introduce these concepts ready students on how to navigate work and life in the 21st century. As such, students need to be aware of how globalization impacts work and life in an increasingly interdependent global economy (Ahmad, 2021; Lenkaitis&Loranc, 2019).

Peace and conflict also emerged as important global citizenship values that teachers incorporate in their language classrooms. These values also align with human rights and effective governance values (Salih & Omar, 2021). Despite conflict being a sensitive subject, teachers may approach it constructively and encourage learners to analyze various global conflicts and how to resolve them (Chirciu, 2020; Kanayake et al., 2021). Potential conflicts include those resulting in the community, political conflicts around the world, immigration, and civil wars (Ashraf et al., 2021). Understanding how to resolve conflicts contributes to respect for human rights and values, fairness, and rule of law (Ahmad, 2021). Students learn how to accept diversity, avoid discrimination, prejudice, and inequality that potentially contribute to global conflict (Kanayake et al., 2021; Lenkaitis&Loranc, 2019). Therefore, implementing global citizenship values in teaching English would greatly ready students to become aware of the challenges that affect the world and inspire action to solve them.

Research Question 2 was created to understand the following: How do English language teachers implement global citizenship values in their language classrooms? Data findings showed teachers use different approaches when implementing global citizenship values in teaching the English language. The approaches include brainstorming, teacher-centered approach, direct instruction, student-centered approach, and collaborative learning. Effective participatory learning about global citizenship depends on the students' freedom to ask questions (Lenkaitis&Loranc, 2019). When learners generate their questions, they attain greater ownership of the global citizenship learning process. Also, students capture the in-depth meaning of learning content, thereby initiating the process of change. Thus, effective questioning skills are a vital tool to enable students in language classrooms to make a difference in global citizenship (Ashraf et al., 2021). The learning process may be understood in the light of social cognitive theory where active participation through inquiry enhances uptake and acquisition of new information (Bandura, 1986).

Through a teacher-centered approach, tutors substantially instill key attitudes and values of global citizenship in their English language curriculum. The approach determines the qualities of global citizenship to be implemented to ensure understanding and knowledge, values, skills, and attitudes towards different global issues (Ali &Hidayah, 2021; Ashraf et al., 2021). The process may be understood through Vygotsky's zonal of proximal development (Vygotsky, 1978). That is, teachers possess substantial knowledge about global citizenship issues such as respecting human rights, diversities, sensitivity to climate change, and gender equality.

As a result, they share these issues with their students while teaching the English language potentially contributing to new knowledge among learners who may be less conversant with such issues (Estellés&Fischman, 2020).

Moreover, teacher-centered instructions facilitate the creation of various views, connections, and assumptions about global events in their classrooms. For example, teachers may share about conflict within the context of global education and encourage learners to use creative and critical thinking to propose potential solutions. Students may get to understand the need for cooperation, empathy, and communication to manage uncertainty and complexity emerging from global issues (Ali &Hidayah, 2021; Davidson & Liu, 2018). However, there are concerns that some teachers may lack knowledge of implementing global citizenship values of conflict assessment and formulation of key solutions in their language classrooms.

Overcoming the possible teacher shortcomings when implementing global citizenship in teaching English may be addressed using student-centered views and collaborative learning. Through active engagement, teachers may enrich daily learning of global citizenship values using their experiences in thinking, valuing, and behaving in a responsible manner (Ali &Hidayah, 2021; Davidson & Liu, 2018; Estellés&Fischman, 2020). Instructors who believe that they have a role and responsibility in preparing students as global citizens deem themselves as informers and role models in the collaborative learning process (Ashraf et al., 2021). Teaching about national and global citizenship and different cultures, behaving, and speaking in a less discriminative manner, being conscious about global issues, and being respectful of diversities are potential implementation processes teachers use to prepare students as global citizens in their English language classrooms (Ashraf et al., 2021; Lenkaitis&Loranc, 2019).

Research Question 3 was developed to understand the following: What hurdles and barriers hinder effective implementation of global citizenship values in English language classrooms? Data findings showed that despite efforts by teachers to promote global citizenship in their English classrooms, there are potential challenges that hinder the implementation of global citizenship values in teaching the English language. For example, there are concerns that students are often poorly prepared to be global citizens, with teachers limiting their curriculum content to local issues in their countries or regions (Chirciu, 2020). Lack of student readiness might contribute to increased resistance to global citizenship values as students focus on learning the target language only (Chirciu, 2020).

Teacher efforts to implement global citizenship values are also hindered by the lack of an approved implementation framework of important concepts in language settings. As a result, teachers result to personal experience and informal approaches to educating students about global citizenship values (Ashraf et al., 2021). Such an approach creates potential disparity among students who might have varied views and opinions about global citizenship values that are limited to individual teacher attitudes, perceptions, and experiences. Thus, there might be potential subjective bias in teacher-led content, social desirability bias, and misperceptions about global issues based on individual teacher experience that is not guided by any curriculum framework (Ashraf et al., 2021; Chirciu, 2020).

Some learning institutions also lack professional development opportunities for teachers to equip them with skills on global citizenship values. Lack of adequate teaching and competency in global citizenship values contributes to low self-efficacy (Kanayake et al., 2021). In some countries, there is limited emphasis and support for the English educational context further hindering efforts to integrate global citizenship into the learning process (Hazhar, 2021). Moreover, exam-based teaching implies that native students focus on passing their ESL and EFL considering they might not practice English in their native countries (Harðardóttir& Pall). The teachers' efforts were also hindered considering that in some regions there is a lack of specific global citizenship pedagogy and specific strategies to integrate it into the teaching of the English language (Vandeyar, 2021). Therefore, there is a need to consider these hurdles by formulating measures to address the barriers to the successful implementation of global citizenship values in teaching the English language.

5.2 Implications for Practice

Findings from this study have potential implications for teachers, school administrators, education policy leaders, and students. As applies to teachers, there is a need for professional development and skills advancement in global citizenship values. Some teachers have low self-efficacy on how to implement global citizenship in their classrooms. Thus, enrolling in professional development would help them become ready in adopting and implementing global citizenship in their language classrooms (Tzurriel, 2021). In the case of school administrators, they should provide relevant resources and financial support to teachers to adopt global citizenship values in their classrooms. Top management support and resource allocation are key to achieving long-term implementation of GCE not only in the English language but also in other educational disciplines (Salih & Omar, 2021).

When considering educational policymakers, there is a need for relevant pedagogy and curriculum intervention to introduce global citizenship to the traditional education curriculum. Pedagogy changes may be embraced to introduce a culturally relevant curriculum to meet diverse global citizenship values of students from multiethnic backgrounds and learners from different countries and geographical locations (Romero & Pérez, 2021). Finally, in the case of students, there is a need for awareness creation on the need for global citizenship values in the education sector. Informing learning of the changing global trends and future competitive demands in the workplace may motivate them and empower them to be more receptive to the need to acquire global citizenship morals and values in their disciplines.

5.3 Limitations and Directions for Future Research

The current study has potential limitations that inform the need for future research. First, insights from this study were based on secondary information drawn from peer-reviewed articles. Future research may consider conducting primary research using surveys, focus group discussions, and interviews to corroborate the findings of this study. Second, a limited number of studies were used to draw conclusions on the topic. Therefore, it is difficult to generalize findings into other settings. A large sample size should be used in the future to examine the study findings and ensure the generalizability of the results within the GCE settings. Finally, the GCE field is highly dynamic and still at its nascent stages with a paucity of studies conducted on the topic. Further research is needed to supplement existing literature and create new insights on how the implementation process of global citizenship values within GCE is likely to evolve in the future.

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