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**Demystifying Global Citizenship Education
Framework Representation in an Algerian EFL
Textbook**

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ABSTRACT

Global Citizenship Education has established itself as an essential component of educational policies across the globe; therefore, this research study scrutinizes the incarnation of the principles and the competencies of GCE in an English language textbook. The content analysis of textbook *New Prospects* is undertaken via a combination of guidelines from the UNESCO's (2015) and Sharma's (2020) framework, and PISA (2018) framework of global competencies. The results indicate that the dimensions of GCED are substantially represented across the rubrics of this textbook, and the four global competencies are well-addressed via productive, receptive and linguistic components.

Keywords: *Global Citizenship Education, global competency, secondary education, textbook, EFL context*

Introduction

Global Citizenship Education is gaining momentum at the national and international spheres due to persistent challenges at the political, economic, environmental and human level; therefore, there is a growing need to help learners understand a world that is interconnected and constantly changing. In this context, the ultimate goal of education should shift from solely helping the learners to master a foreign language into a transformative objective. Educational policies should seek the empowerment of learners to become global citizens, who are well informed of current issues and crises such as global warming and climate change, crisis of refugees and human rights, and the rise of xenophobia and racism among others. Hence, the language classroom is the ideal venue to address and implement such mission in which pedagogical practices can ensure the adherence to universal, humane values and nurture tolerance and interdependence amongst human beings. Accordingly, the major aim is to highlighting if the *New Prospects* student textbook upholds the principles and the competencies of GCE. Hence, we formulate these research questions:

- 1/ To what extent does the textbook embrace and highlight the principles of GCED?
- 2/ Do the textbook content and activities promote the four global competencies of GCED or not?

Review of Literature

Global Citizenship Education: Conceptualization and Genesis

The concept of Global Citizenship Education (GCED) has been considered univocal since it does not lend itself to a direct definition, but the notion is complex, controversial, dynamic and subject to various interpretations (Santamaría-Cárdaba, Gajardo-Espinoza and Cáceres-Iglesias, 2024; Tarozzi, 2023). The complexity of the concept relatively emerged from disagreement among scholars to approve one central definition (Gaudelli, 2016). This lack of agreement can also be attributed to GCED as a term that entails interconnected, multidisciplinary fields that are particularly contested and paradoxical at times (Pashby, 2016; UNESCO, 2015). Similarly, the term can have different connotations across several contexts and nations (Akkari and Maleq, 2020; Oxley and Morris, 2013). Due to constant global events, crises and phenomena, GCED is evolving across societies and eras.

However, a working definition can potentially highlight that GCED is an intentional endeavour to boost the 21st century language learners' knowledge, skills and competencies to responsibly engage in addressing persistent challenges including social injustices, poverty, culture, politics, environmental issues and technological divide (UNESCO, 2014). Essentially, it advocates the pride of one's local culture and a human commitment towards values such as protecting the planet, tolerance and mutual respect (UNESCO, 2024a). Central to the core of GCED guidelines are the cognitive, socio-emotional and behavioral dimensions. GCED promotes opportunities to nurture one's knowledge and critical understanding of national, regional and international issues that are inevitably interconnected. It also helps shapes ethical values and humane attitudes of solidarity, empathy and living together in a peaceful world. Finally, it urges people from different backgrounds and walks of life to take responsible stances and actions towards global matters (UNESCO, 2015, 2024a).

Discourse about Global Citizenship Education

Reflections on a globalized world, which is increasingly characterized by xenophobic and racist attitudes, violation of human rights, omnipresent conflicts and wars, climate change challenges and pandemics, calls for resurgent attention and interest in GCED as an agent of global consciousness and competences. In this respect, a spectrum of insightful perspectives has recognized GCED as an emblem of global learning that should redefine the objectives of intentional education of the 21st century global citizen. According to Shaul (2000, p. 34),

“[T]here is no such thing as a neutral education process. Education either functions as an instrument...to facilitate the integration of generation into the logic of the present logic, or it becomes...the means by which men and women deal critically with reality and

discover how to participate in the transformation of their world.”

Essentially, education goes beyond merely being a medium of accreditation and access to the job market to equally infuse positive change and transformative measures for the good of the development of healthy societies locally and internationally (United Nations, 2012). In this prospect, GCED embodies the qualities of an intentional education that empowers the students to have a say about current issues and engage in constructing and reconstructing their realities. For O’Loughlin and Wegimont (2003, p.), “Global education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.” For instance, there are official documents that attempt to consolidate the implementation of GCED pedagogy as *Global Citizenship Education: Preparing Learners for the Challenges of the 21st Century* (2014), and Oxfam’s (2015) *Education for Global Citizenship: A Guide for Schools*.

For GCED to become a multidimensional agenda, it has to be considered as a cornerstone of a new paradigm, whose major objective is the shift from addressing global issues only to establishing a tendency towards change of perspectives and mindsets (UNESCO, 2024b). Accordingly, policy makers, curriculum designers and schools are entitled to enhance and implement the values and core skills of GCED through a transformative pedagogy and lifelong pursuit of its goals (Mastellotto, 2023). Implementing GCED in different syllabi ethos promotes realistic learning objectives since it incorporates a plethora of real-life situations and methodologies for learning such as fighting the effects of greenhouse emissions; furthermore, it advances the development of meaning-making, critical thinking, and negotiation (Oxfam, 2015). According to Pownell, Birtill and Harris (2024), such integration boosts the students’ reflection and questioning of their own beliefs and value systems, particularly if the debates bring students from various ideological backgrounds and cultural environments and immerse them in intercultural constructive exchange. Such atmosphere can be smoothly created in the language classroom.

GCED as a Legitimate Element of the Foreign Language classroom

Currently, English, as lingua franca, has maintained global interconnectedness and furthered cross-cultural dialogue (Hadley, 2023). Thus, The English language classroom is a promising venue to embed the ideals of GCED, so the students can develop essential competencies to participate in an interconnected, complex world and be critical of global issues. Recently, the underlying premises and principles of GCED are gaining momentum in English as a Foreign Language curricula (Chirciu, 2020) since the English language curricula, across educational levels, often tackles the content and skills of GCED including (Lourenço and Simões, 2021). Moreover, the foreign language atmosphere allows

transcending the self to nurture interconnected dialogue with the world beyond their communities (Díaz, 2017) in order to encourage the learners to be civic-minded, develop moral obligation and act responsibly for the good of other communities beyond theirs (Lütge, Merse and Rauschert, 2023). According to Hosack (2011), the language classroom can provide the students with miscellaneous opportunities to reinforce their knowledge of GCED via engaging activities. These activities can encompass content knowledge about global issues and unprecedented changes on earth and real-life practice via role-play, speeches, and communities of exploration, and projects to foster the instillation of these values in the future global individual.

The language classroom can be overarching in advancing transformative pedagogy via GCED to enhance the students' critical literacy regarding unprecedented challenges and global dilemmas. Andreotti (2010) calls for a critical pedagogy that predominantly aims at forging new perspective towards tackling GCED in the classroom with a critical lens that transcends current curriculum limitations. The ultimate goal is not, therefore, to merely emphasize knowledge that is barely grounded on soft themes and views of one particular group, rather GCED must be built on questioning and negotiating the sources of current inequalities and challenges to strive for a better future for all. Andreotti (2006) also refers to empowering the students to have their own path of reflexivity and building assumptions about the other contexts, cultures and issues to be able to transform their attitudes and decide whether to take action or not. Nevertheless, the implementation of GCED across curricula of EFL falls short of expectations. In her data-driven analysis study, Díaz (2017) concluded that although the Colombian standards for foreign languages, including English were designed based on the Common European Framework for Reference (CEFR) for primary, middle and secondary school levels, these standards barely represented the socio-emotional dimension, and the objectives of reading were not aimed to evoke a curiosity towards the themes of GCED. Ultimately, some standards can be modified by teachers to adhere to the scope of GCED in the English classroom.

In the Algerian context, GCED, as a concept and a practical dimension, is relatively new because it is not widely covered in teaching English. For instance, findings of some case studies across Algerian universities suggested that the majority of lecturers were not familiar with GCED underlying principles and the appropriate measures of efficient implementation across curricula for the development of a global citizens (Hadjeris and Khoualdi, 2019; Khaldi, 2021). Similarly, though some teachers have positive attitudes towards GCED, few dimensions are incorporated in university curricula (Boukhelouf, 2022). Conversely, Boucenane and Lakhal's (2022) content analysis of three official documents: *The National Education Framework Reference (2008)*, *the Methodological Guide for Curriculum Design (2009)*, and *the General Curriculum Reference (2009)* in relation to advancing the

implementation of GCED in primary, middle and secondary education indicates that Digital Global Citizenship Education and the social and emotional dimension are predominantly emphasized throughout the documents in comparison with other dimensions (political, economic and religious), which are moderately represented. In this prospect, it is of paramount importance to investigate whether GCED ideals are practically embedded in English language textbooks to entitle the students to be critical global citizens.

Methodology

Design, Data Collection Methods and Procedures

This study relies on the content analysis of the Algerian secondary education textbook *New Prospects, Year Three* (Arab, Riche and Bensemmane, 2008). This textbook is addressed for the streams of letters and philosophy and experimental sciences. The textbook comprises six units of instruction and covers a variety of local and global themes. The major criterion for the selection of this textbook is the researchers' familiarity with the textbook since they were secondary education teachers. Similarly, the textbook is designed based on the recommendations of the National Education Framework Reference (2008), the Methodological Guide for Curriculum Design (2009), and the General Curriculum Reference (2009) regarding the implementation of GCED across curricula, syllabi and textbooks.

Primarily, the content analysis is based on the qualitative analysis of the GCE themes across the six units of instruction via meticulous scanning of content. The scanned elements are images, activities, texts and rubrics including listen and consider, grammar explorer, vocabulary explorer, pronunciation and spelling, read and consider; think, pair, share; research and report; listening and speaking; reading and writing, and project outcome. Hence, a content analysis checklist was developed based on Sharma's (2018) GCED framework and UNESCO's (2015) framework for sustainable development. It includes the following themes:

1. Advocating an interdependent outlook towards current global issues.
2. Developing an awareness of global warming and climate change.
3. A commitment to responsible and sustainable lifestyle.
4. A commitment to promote a culture of peace, appreciate cultural diversity, gender equity and local culture contribution to sustainable development.

Once the themes were established, the researchers created a detailed codebook. The themes codes are the definitions and the examples that may fall under one of the themes (Eg., sustainable lifestyle=encouraging minimalism, investing in renewable energies, not embracing fast fashion...) and competencies codes highlight the criteria of identifying knowledge, attitudes, values and skills (e.g.,

knowledge= a text provides information about a global issue such as child labour, genetically-modified food, advertising and overconsumption. Skills (Action= the learners should design a project outcome about reducing plastic waste and recycling). The researchers broke the texts and the activities into smaller units, so the units of extracting meaning were sentences (across paragraphs) and words (vocabulary and pronunciation (Weber, 2004).

To test the codebook to refine the themes and the definitions, the researchers separately coded 30 rubrics (images, texts and tasks) from different units of instruction.

Research Results

The quantitative analysis of the GCE themes results in the identification of 99 topics. Table 1 highlights the percentages of representing the extracted themes from Sharma's (2018) and the UNESCO's (2016) frameworks.

Table 1. The identification of GCE themes across *New Prospects* textbook

Sub-topics (n=99)	Number	Percentage
Human interdependence	03	2.97%
Climate change	08	7.92%
Sustainable lifestyle	17	16.83%
Culture's contribution to sustainable development	01	0.99%
Promoting peace and non-violence	03	2.97%
Human Rights	07	6.93%
Appreciating cultural diversity	49	48.51%
Appreciating local culture and history	11	10.89%

Table 2 illustrates how Global Citizenship Education competencies are highlighted across the textbook namely: developing the students' knowledge about local, global and intercultural issues (Knowledge), developing the students' positive attitudes and tolerance and world views of others (Attitudes), helping the students engage in discussions across diverse cultures (Values), and finally empowering the students to take action towards collective issues and sustainable development (Skills) (PISA, 2018).

Table 2. The distribution of GCED competencies across the units of teaching

Units	Number of competencies
Ancient Civilizations	36
Ethics in Business	20
Schools: Different and Alike	17
Safety First	14
It's a Giant Leap for Mankind	1
We Are a Family!	7

Table 3 displays the distribution of the PISA (2018) four competencies across the rubrics of the textbook namely: getting started (commenting on pictures), around the text (Grammar explorer), vocabulary explorer, pronunciation and spelling, think, pair, share (written production), read & consider, listen & consider, and finally the project outcome.

Table 3. The distribution of global competencies

	Knowledge	Skills	Attitudes	Values
Ancient Civilizations	17	1	11	6
Ethics in Business	2	9	3	6
Schools: Different and Alike	6	2	8	1
Safety First	3	1	8	2
It's a Giant Leap for Mankind	///	/////	////	1
We Are a Family	///	////	////	8
Total	28	13	30	24

Table 4 highlights the integration of the themes of GCED across language skills by scanning the activities.

Table 4. The distribution of GCED themes across skills

	Receptive Skills	Linguistic Skills	Productive Skills
Ancient Civilizations	12	11	12
Ethics in Business	4	5	10
Schools: Different and Alike	4	4	10

Safety First	1	2	11
It's a Giant Leap for Mankind	////	////	1
We Are a Family	4	2	2
Total	25 (26.31%)	24 (25.26%)	46 (48.42%)

Discussion

The results of this research study indicate that the textbook *New Prospects (3AS)* incorporates a substantial range of the themes of global citizenship education that are in line with the UNESCO's endeavour to advance its 2030's vision about the goals of sustainable development. Dominant themes such as appreciating cultural diversity, sustainable lifestyle and appreciating local cultural are embodied topics throughout the rubrics of the textbook in reference to the Algerian National Educational Guide (2009), which called for the implementation of the principles of GCED across curricula and textbooks of foreign languages. Fundamentally, the rubrics tackle topics that falls in the field of the contributions of difference civilizations to the prosperity of Mankind throughout different periods of history in an attempt to spread an endeavour to embrace interdependence between cultures, religions, and races in various fields (science, medicine, astronomy, philosophy, and mythology). Other themes such as human interdependence, climate change and spreading a culture of peace and non-violence are not widely recognized in this textbook since they are predominantly covered in the textbook *Getting Through (2AS)* (Sahli and Belaid, 2022).

Similarly, the content analysis of the textbook reveals that the competencies of Global Citizenship Education are embedded throughout the rubrics in which the dimensions of attitudes, values and knowledge are highly represented. The reason for such high percentages of representation is to equip the students with a solid knowledge of the sub-themes of GCED and help them construct their value and ethical system with regard to GCED. This fact is addressed via themes like child labour, conservation of human and natural resources, fighting counterfeit and fast fashion, fighting pollution and global warming, and advancing education around the world. The least represented competency is the skill competency, which invites the learners to take action towards making a change regarding sustainable development or current issues. This is may be due to the tendency to educate the learners about GCED since they are still in foundational stages of their learning of English, and they have not yet covered all the dimensions of GCED.

As far as the distribution of the competencies across the skills (receptive, productive or linguistics) is concerned, the productive skills via the rubric of writing: think, pair, share top the list

since the learners are required to develop their arguments and defend their opinions. The learners are required to demonstrate their ability in writing argumentative essays about current GCED issues like overconsumption, advertising and sustainable lifestyle, and ethical matters; besides, this rubric is essential, as the learners should be equipped with the appropriate writing skills necessary for their written Baccalaureate Examination.

A close examination of the themes of GCED in this textbook highlights a tendency towards soft approach instead of a critical approach in the selection of the nature of the topics. A soft approach focuses on global solidarity and cosmopolitan perspectives towards issues by fostering intercultural awareness, encouraging charity and individual moral obligation towards global challenges (Oxley and Morris, 2013). A text, for instance, includes an image of child labour; however, the text does not echo critical dimensions such as injustice, inequality and complex structural systems in societies. It simply highlights the functions of social auditing agents overseas; instead, it could have relied on the critical dimension to discuss this issue since it would question social injustices by highlighting the roots of these problems through the lens of decolonial thought, change and transformative pedagogy (Andreotti, 2006). All the rubrics call provide definitions and explanations of GCED without initiating any debates about their roots or evoking their historical, political or economic backgrounds. One reason to adopt the soft approach is to familiarize the learners with the notions of GCED instead of engaging them in questioning the hidden agendas of these themes.

Moreover, the formative years of studying a foreign language ought to advance the intercultural competence that nourishes tolerance, mutual understanding and promote a culture of human interdependence. In advanced levels of education, the teachers may engage the learners in discussing GCED from a critical perspective. The findings chime with previous studies (Sahli and Belaid, 2022; Yann-Ru, 2017; Al-Jamal and Al-Refae'e, 2016) indicating that the principles and competencies of GCED are represented in the secondary education textbooks; however, it contradicts other studies in the Algerian context in which GCED is still considered marginal by teachers and not well-implemented across curricula (Khaldi, 2021; Díaz, 2017).

Conclusion

In a nutshell, this textbook substantially spans the themes of GCED throughout its texts and rubrics and across its skills. Essentially, if these components are taught via the lenses of GCED, then the students can be empowered to embrace and internalize the ideals of GCED in a supportive environment that cherish noble human values.

This study scrutinized an English language textbook in the Algerian context to identify the

representation of the themes and competencies of GCEDD via a combination of UNESCO's (2015) and Sharma's (2021) frameworks, and PISA (2018) dimensions of the global competencies. After scanning six units of instruction, the results indicated that the textbook considerably incorporated GCED themes and competencies, particularly via the productive skill of written production; however, the teachers of English may reinforce GCED themes by incorporating content and activities that rely on advancing the critical approach along with the already well-grounded soft approach.

It is suggested that the teachers should supplement the contents of the textbook via including less covered Global Citizenship Education themes such as human interdependence to face global issues and the contribution of local culture to sustainable development. Additionally, the writing and speaking rubrics should tackle critical aspects on power dynamics regarding issues like the crisis of illegal immigration and refugees, advertisement and irresponsible consumption via role-plays and speeches. Since the world is a small village thanks to online communication, the teachers may opt for electronic twinning with foreign schools to join efforts and work on projects that reflect the ideals of Global Citizenship Education. For example, both classes may collaborate on a project entitled Small Steps, Global Impact. Both groups of students should track their carbon footprints, waste reduction and their daily efforts to save energy for two weeks. Then data should be compared, and good practices should be highlighted and recognized. Finally, both groups should collaborate online to create an ecology manifesto for future generation.

Conflict of Interest Statement

The author declares no conflicts of interest.

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