The incarnation of global citizenship education in an Algerian secondary foreign language education textbook

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Abstract

This research examines the extent to which the Algerian secondary education textbook represents the ideals of global citizenship education. It targets the textbook coverage of GCE themes, and if the tasks' objectives tackled global citizenship competency respectively. The present study is built on content analysis in which second-year English language textbooks are scanned. The study employs a combination of Sharma's framework for value-creating global citizenship education and UNESCO's (2015) framework. It also relies on the PISA framework for the evaluation of global competency. The findings indicate that this textbook sufficiently covers the themes of global citizenship education. However, it requires additions concerning updated trends to face climate change. The textbook activities focus on fostering the four dimensions of global citizenship education competency, with a particular emphasis on productive skills in which the pupils can have their approach to current global issues.

Keywords: Algerian Textbook; EFL; Global citizenship; Global competency; Secondary education.

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1. Introduction

Throughout history, human beings contributed to the development of their societies in all walks of life (Bandura, 2018). However, this development has been accompanied by colossal and irreversible damages to Mother Earth, biodiversity, and the survival of several species; even human beings themselves. Hence, it is high time humans took bold actions to protect life on Earth, maintained rational lifestyles, and advanced towards efficient use of natural resources. Discourse aiming towards leaving a safe world for future generations should shift to engaging the future generations to actively participate in the long-term endeavour to protect Earth and its resources. In this respect, education should significantly resonate with worldwide issues and challenges in a globalised world.

Global citizenship education provides a rich landscape of the possibilities of positive change that would positively impact the environment and human life on many levels (Baker & Fang, 2021). Through efficient exposure and collective understanding, pupils can be empowered to step into preserving Earth resources and building bridges to reach sustainable lifestyles, particularly in the formative years of their education.

According to UNESCO's (2015) call for the implementation of global citizenship education goals by 2030, education can have major roles in the realization of these goals through the promotion of sustainable development lifestyles, spreading a culture of peace and non-violence, and maintaining tolerance and cultural diversity across the world.

1.1. Review of literature

1.1.1. Global citizenship education: Definition, context, and significance

In today's increasingly global world, it is imperative to bring people from different walks of life and backgrounds to devotedly embrace the endeavour of achieving mutual understanding and shared values of tolerance and peace to aim for human sustainable development across different domains. In this respect, global citizenship is highly regarded as an imperative factor for the survival of human beings and the protection of Earth and human values.

Global citizenship education is a perspective that targets the empowerment of the students by raising their awareness vis-a-vis constant issues and crises that transcend national borders and bring the whole world into an interconnected entity in charge of finding an inclusive basis to address persistent problems; political, ecological, cultural, economical and technological ones (Tye and Kniep, 1991; Guo, 2013). In the literature about citizenship education, GCE can be referred to as cosmopolitan, multicultural, universal, planetary, and virtual citizenship (Evans et al., 2009).

Davies et al., (2018) underscore the significance of common global citizenship education values and moral engagement in tackling enduring issues in the African continent such as wars, extreme poverty, and famine. Moral obligation and the enhancement of global citizenship education are essential keys to making an action towards the realizations of the aim of the prosperity of human beings in these parts of the world.

The concept of global citizenship education is a contested one and is open to miscellaneous interpretations (Akkari & Maleq, 2020). For instance, global citizenship education can be controversial in contexts where national states are concerned by the cultural dimension of globalization in which their national culture and identity can be marginalised or left out (Köroğlu and Elban, 2020). Furthermore, global citizenship should be inclusive of *"not only the dominant groups within national, regional, and global societies but also the subordinate and minority groups"* (Sharma, 2020, p. 4). Consideration of a geographical perspective, for example, is a strong indicator of the challenges that a changing world is facing, particularly the waves of migration from Africa, the Middle East, and Asia across the Mediterranean Sea. In this perspective, it is essential to direct global citizenship education towards cultivating an endeavour that is morally responsible for bringing justice

and recognition to refugees who have suffered from oppression, wars, and dispossession to find themselves in Diaspora.

It is then crucial to devote considerable awareness of the importance of instilling the values of global citizenship education in this generation's educational goals since the UNESCO vision for Education 2030 emphasises the urgency to equip all learners across levels with the appropriate assets and competencies to address the requirements of sustainable development. These aims incorporate human rights, gender equality, a culture of peace and non-violence, tolerance, and cultural diversity, and culture's contribution to sustainable development respectively (UNESCO, 2015). In addition, global citizenship education includes other issues that can be linked to current crises such as health emergencies (Yoshimura, 1993). COVID-19 and urgent environmental issues such as the rise of the sea level, the extinction of North Pole animals, and recording the highest temperature degrees across the world in which fires took place across several countries in the Mediterranean region (Eg., Algeria, Greece, Turkey, Spain, and Portugal) in the summer of 2021.

1.1.2.   Global citizenship education and the English language classroom

In recent years, the world has become a small village thanks to technological advancement and the upgrowth usability of the English language. The English language has had a pivotal role in promoting the interconnectedness of global communities and establishing planetary citizenship (Gimenez & Sheehan, 2008). As a result, English is a suitable medium for the unification of people under the umbrella of shared global values (Ait-Bouzid, 2020).

Gone are the days when the primary objective of teaching English is the mastery of the language itself. Nowadays, the language classroom is a venue in which the students are supposed to be assisted to act responsively to global issues and global citizens (Chen, 2011). Therefore, the language classroom is recognised as an ideal environment that would contribute to the installation of a culture of global citizenship. One way to implement such a perspective is through designing content that covers issues that transcend regional borders and influence people's lives across the globe and requires international unity and cooperation to overcome them for the good of the human species (Hosack, 2011).

By tackling global issues in the language classroom, the students are empowered to have a standpoint vis-a-vis the issues that are substantial to them as human beings. According to Díaz (2017),

> *The language classroom should be a place where "the Self", "the Other", and "the World" are in constant interaction through a critical view, allowing cross-cultural and social boundaries to expand and hopefully encouraging students and teachers to become more participative in democratic and political societies (p. 160).*

The language class enables the students to recognise a whole world that exists beyond their national borders. By introducing global citizenship themes to the students, they become critically engaged in discussing issues that have manipulated other people across the world. Hence, teachers can connect them to real issues and different cultures from their own. In this respect, the language classroom seems to foster the intercultural dimension of global citizenship education in which feelings of empathy, tolerance, and acceptance of cultural diversity can flourish. Dyer and Bushell (1996) state that the English language classroom should encourage the students to evaluate and express their opinions openly about global issues so that they can develop critical thinking towards sensitive and crucial affairs. In the same line of thought, Byram, 1997, as cited in Tarasheva, 2008, suggests that the students should be actively exposed to critical cultural awareness in which they discuss and evaluate important global issues to provide their perception and understanding of the world they belong to.

Thereby, the discussion of global citizenship education will involve the concept of global competence in the language classroom. According to Reimers (n.d), global citizenship competency is

a combination of four levels; knowledge, skills, responsive attitudes, and ethical dispositions. These dimensions nourish the students' understanding of the regional environment they are part of, and at the same time, they are entitled to integrate themselves in a diversified world to increasingly build bridges that foster a sense of collective social responsibility, human interaction, and possible productive solutions with other people from all over the world. Therefore, the students have a sense of identity and self-esteem, but they also develop an acceptance of other people's cultures, religions, gender, and ethnic affiliation. Secondly, global citizenship competency cannot be built without the skill of mastering a foreign language and being ethno-relative. Finally, global citizenship competency cannot be fully achieved without a deep knowledge of interconnected fields such as politics, geography, and climate crises, and the ability to boldly question events and think of possible solutions.

1.2. Related research

It is argued that the language classroom can enhance the students' awareness of the world around them. Thus, the incorporation of global citizenship education is of paramount importance to the students' capability of meaning-making and critical literacy. When probing sensitive pressing issues, the students engage in questioning the origins of current issues, power relations, consequences of given decisions on various topics (Eg., planet Earth and its exploitation, economic benefits, destruction of rainforests. etc.), and how the students come to make sound decisions to take action (Andreotti, 2014). However, it is noticed that global citizenship education is still an underdeveloped area of practice since practitioners do not recognize it as a viable dimension in their institutions and fail to show a deep knowledge about its underpinning concepts as well (Roux, 2019).

In the same prospect, Al-Jamal and Al-Refae'e (2016) conclude that despite the fact that EFL textbooks in Jordan highly cover the values of global citizenship education, secondary education teachers consider it trivial in comparison to language skills in the English language classroom. Similarly, Yann-Ru (2017) provides a much positive perspective about the Taiwanese context in which secondary level curriculum experiences a shift from focusing on grammar and vocabulary to including various themes in which global citizenship is of central significance. Furthermore, teachers play a fundamental role in raising students' awareness about interculturality and intercultural communicative competence throughout the process of cultural diversification of activities.

As far as the Algerian context is considered, there is a dearth of research studies about the dimension of global citizenship education across levels and its embodiment in EFL textbooks respectively. Khaldi (2021) investigates university teachers' attitudes towards the incorporation of global citizenship education in English language teaching courses. The findings suggest that the majority of teachers lack the adequate knowledge and skills to implement such an endeavor in their teaching. In parallel, Hadjeris and Khoualdi (2019) scrutinize Algerian university teachers' awareness and readiness for the integration of global citizenship education in university curricula. Unfortunately, the results reveal that university teachers are not well-informed about the significance of global citizenship education in shaping 21st-century students who are capable of addressing the requirements of solving global issues. In her study about the representation of global citizenship dimensions in EFL textbooks, Rabehi (2019) examines the intercultural dimension in the Algerian middle school EFL textbooks. The findings highlight that national citizenship is prioritized over foreign cultures.

This research study offers a different approach to global citizenship education in the Algerian context. First of all, regional studies about global citizenship education across the Middle East and North Africa failed to provide any account or statistics about its current state or practice across educational levels in the Algerian context (Kiwan, 2018). While the aforementioned studies deal mainly with teachers' attitudes and knowledge about global citizenship education, this one traces its implementation in the Algerian secondary education EFL textbook and covers its fundamental

components including themes, knowledge, values. Secondly, it targets the identification of global citizenship competency in the textbook content and activities.

1.3. Purpose of study

Global citizenship education has been narrowly addressed in the Algerian context, mainly from the perspective of representing its dimensions in the English language classroom in an era where the tendency is towards educating generations that are both; locally and globally involved in matters of utmost importance to humankind. Therefore, this research study aims to highlight if the second-year textbook promotes global citizenship education and global competency or not. To address the aforementioned aim, the following research questions are formulated:

1-To what extent are the themes of global citizenship education represented in the 2nd year secondary education textbook?

2- Do the textbook tasks aim at developing the pupils' global citizenship education competency?

This research study is significant in its attempt to scrutinize the textbook content and tasks in relation to a vision of working collectively to raise the pupils' awareness of current global issues and how to be personally engaged in finding sustainable solutions to them.

2. Materials and Methods

This section is devoted to the practical side of addressing the incarnation of the global citizenship education concepts in the Algerian Secondary textbooks of English.

2.1. Data collection

This research study opts for the selection of the Algerian textbook used in teaching English to 2nd-year secondary education learners, namely Getting Through (Riche, Ameziane, Hami, Arab and Bensemmane, 2006). This textbook is mainly used to teach all the streams (philosophy, languages, biology, chemistry, civic engineering, and management). The textbook covers eight units of instruction that tackle miscellaneous topics ranging from local and regional ones to human and worldwide issues. The selection of this textbook is based on its intermediate level in which the learners are no longer in a situation to primarily tackle national and local topics (Eg., middle school). Moreover, both practitioner and researcher are familiar with the content of the textbook since they taught English in the secondary school sector for more than 3 years.

2.2. Procedures

Fundamentally, the first procedure of obtaining data relies on the qualitative classification of themes of the contents of the 2nd year secondary education. The entire process is based on scanning the textbook content and rubrics. The textbook sections incorporate the following rubrics respectively; grammar in context, saying it loud and clear, working with words, listening and speaking, reading and writing, putting things together, where do we stand now? and exploring matters further. Accordingly, A combination of Sharma's (2018) framework for value-creating global citizenship education

1. Human interdependence and global outlook.

2. Awareness about climate change.

3. Awareness about climate change.

UNESCO's (2015) framework for sustainable development is also used to identify whether the textbook's eight units of instruction incorporate themes of global citizenship education or not. To begin with, GCE themes are counted and classified in relation to the following themes

1. A commitment to developing responsiveness towards current global issues

2. Sustainable development, promoting peace and human rights, appreciating cultural diversity, gender equality, and culture's contribution to sustainable development.

These levels are divided into sub-topics to identify the textbook themes in a detailed manner.

The second section focuses on the analysis of the activities by relying on OECD PISA (2018) framework to evaluate whether these activities follow the typology and the characteristics of developing the students' global competence. A checklist is designed based on one dimension of the framework, namely the cognitive assessment. This dimension targets the representation of four interdependent and overlapping elements. These elements aim at uncovering the students' ability to maintain their own identity and appreciate others' perspectives. Likewise, the framework targets the students' active engagement in mutual dialogues across cultures and responsiveness to global and sustainable development issues. The aforementioned four elements are governed by intertwined factors: knowledge, skills, attitudes, and values.

3. Results

This section provides a quantitative account of the representation of global citizenship education themes in the textbook. Table 1 illustrates the sub-topics generated from Sharma's (2018) framework and UNESCO's (2016). The incarnation of global citizenship education themes results in the identification of 59 topics.

Table 1
Global citizenship education themes in the textbook

Themes	Number	Percentage
Human interdependence	12	20.33%
Climate change	07	11.86%
Sustainable lifestyle	04	6.77%
Sustainable development	05	8.47%
Culture's contribution to sustainable development	04	6.77%
Promoting peace and non-violence	11	18.64%
Human rights	09	15.25%
Appreciating cultural diversity	07	11.86%

Table 2 highlights the distribution of the number of global education competencies per unit. The entire textbook aims at developing the four global citizenship competencies (GCC=111). One unit 'Business Is Business' does not include any competency. The subsequent 7 units incorporate the global citizenship competencies.

Table 2
The distribution of global citizenship competency in the textbook

Unit	Number of competencies
Signs of the Time (Lifestyles)	13 (11.77%)
Make Peace	23 (20.72%)
Waste not, Want not	19 (17.11%)
Budding Scientists!	03 (2.70)
News and Tales	13 (11.77%)
No Man Is an Island	24 (21.62%)
Science or Fiction?	16 (14.41%)

Table 3 accurately presents the results of the incarnation of the global citizenship competency in the textbook throughout the proposed activities across eight units of instruction. Also, it displays the distribution of these competencies across the following rubrics and skills: Think it over (vocabulary, commenting on pictures and pronunciation), discovering language (grammar), write it up, say it loud and clear, listening and speaking, your turn (speaking), putting things together (collaboration among the learners on a project realization), and exploring matters further (Extra reading).

Table 3
A detailed distribution of the dimensions of global citizenship competency

Unit	Dimension 1	Dimension 2	Dimension 3	Dimension 4
Signs of the time (lifestyles)	6	4	2	1
Make Peace	4	6	5	8
Waste not, Want not	11	///	///	8
Budding Scientists!	1	2	///	///
News and Tales	1	7	5	///
No Man Is an Island	6	4	5	9
Science or Fiction?	3	11	1	1
Total	32 (28.38%)	34 (30.63)	18 (16.21%)	27 (24.32%)

Table 4 illustrates how the dimensions of global citizenship education are addressed through language skills. Productive skills top the list of advancing global citizenship competencies. Besides, language mechanics (grammar in context, vocabulary, and pronunciations) are valuable activities in which the students are exposed to knowledge and important terms about GCE. The textbook provides a wide range of texts that teachers can use as supplementary resources in their teaching (Extra reading, GCE-related words, or for test uses). The least represented percentage of GCE across skills is the receptive skills since the listening scripts and the reading texts do not majorly tackle GCE.

Table 4
The distribution of GCC dimensions across skills

Units/ Dimensions	Linguistic	Receptive	Productive	Extra reading
Signs of the Time	1	3	7	2
Make Peace	6	3	9	5
Waste not, Want not	10	1	4	4
Budding Scientists!	1	///	///	2
News and Tales	3	1	3	6
No Man Is an Island	7	2	8	7
Science or Fiction?	6	2	6	2
Total number	34(30.63%)	12 (10.81%)	37 (33.33%)	28 (25.22%)

4. Discussion

Whilst the textbook *Getting Through* has been used as a fundamental resource in the English language classroom since 2006, it spans an impressive range of themes and issues that are relevant for global citizenship education and UNESCO's 2030 vision about the goals of sustainable development. This textbook covers miscellaneous key areas to prepare the learners to be globally involved and responsive to issues of mankind's interest and survival as well. The textbook content focuses on substantial reference to human interdependence and discussion of environmental issues and commitment to a sustainable lifestyle. In addition, spreading a culture of peace and maintaining human rights among the learners remain prevalent themes throughout the textbook. Though the textbook provides sufficient coverage of the deep-seated components of global citizenship education, it fails to incorporate topics that tackle sensitive yet significant societal and global issues such as violence against women, women abuse, reasons of undocumented migration, and refugees' crisis. It is noteworthy to mention that in some contexts like the Arab world, the norm is to advance gender equity rather than gender equality. In the Algerian context, for instance, women do not have to fight for their rights concerning the pay gap since salaries are the same across genders (Kerras et al., 2020). In addition, the textbook requires some modifications in relation to addressing current issues related to global warming and sustainable solutions to protect life on earth.

Getting through the textbook contains a wide range of global citizenship education themes. The content analysis of the nature of these topics falls in the category of a soft approach. In this vein, the topics tend to expose the students to contents that advance humanitarian values of common interest and develop a collective response. For example, reading texts propose an increasing

interdependence of nations to save the planet Earth and its resources for the good of future generations. The learners are, therefore, in a position to think beyond the boundaries of space and recognize that mankind is destined to face the consequences of some damaging behaviors [Eg., the role of peacekeeping troops, protecting the Amazon, preserving biodiversity, renewable energies, solar homes, sustainable development, tolerance and respect for diversity, human rights, charity across the world (Red Cross and Red Crescent), and facing recurrent pandemics] (Bauman & May 2019).

The textbook designers opted for a soft approach rather than a critical approach for some reasons. At this stage, learners are in the formative years of their education in which they shifted from national citizenship (Middle School) to global citizenship education (Secondary Education). The first encounter with global citizenship education should be a smooth transition to form a knowledge basis about current issues rather than fostering the dimensions of questioning global citizenship education through cultural imperialism or colonial perspectives (critical approach). Furthermore, the ultimate objective of adopting a soft approach is to engage the learners in a mutual discussion of possible solutions that would bring human beings together to promote ethno relativity and tolerance and decrease egocentrism and all forms of stereotype and bias (Maratos, Gilbert & Gilbert, 2019).

The dominant dimensions of global citizenship competency are: raising the students' awareness of local, global and intercultural issues, and exposing them to learning situations in which they understand and appreciate others' views around global issues (Chiba et al., 2021). The reason for boosting these dimensions is to foster the knowledge component and values about global citizenship education since this phase is the first encounter with worldwide issues in the English language classroom. The other remaining dimensions (engaging in open communication and developing a responsive viewpoint) are reasonably presented throughout the activities.

The distribution of the dimensions of global citizenship education across skills focuses mainly on two aspects, the linguistic components and the productive skills (Care, Kim, Vista & Anderson, 2018). It is noticed that there is a balance between exposing the students to the relevant body of knowledge and vocabulary related to global citizenship education. Moreover, throughout the units, the students are required to build their arguments and defend current global issues in writing or speaking. Productive skills empower the students to see the world through their perspectives; in addition, they can negotiate current global issues and provide sustainable solutions at the local and the global level respectively. When the students are asked to make speeches, write conservation plans or design a profile of a sustainable lifestyle, they are prepared to think critically and cultivate their engagement in global debate as well.

5. Conclusion

To sum up, the textbook *Getting Through* incarnates the themes of global citizenship education and advances global citizenship competency through a set of illustrations, texts, word lists, tasks, and further reading texts. If applied effectively, we can say that the English language class can prepare the Algerian secondary school students to be global citizens.

This research study examined the representation of global citizenship education in the textbook of English language in the Algerian secondary education sector, and whether this textbook promoted global citizenship education competency to educate the students to be global citizens. The study relied on a combination of Sharma's framework for value-creating global citizenship education and UNESCO's framework for sustainable development. It also used OECD PISA (2018) framework for the evaluation of the global citizenship competency across eight units of instruction.

The findings suggested that the textbook covered a sufficient number of global citizenship education themes and current issues all over the globe. Meanwhile, it needs some improvements to extend themes about human rights and addressing global warming. The textbook provided an extensive range of activities that promoted global citizenship competency, mainly across the

linguistic and productive skills to engage the students in current debates about significant global issues.

It is highly recommended to update the current content through the inclusion of lifestyle measures that the students can take into account to address global warming such as minimalism, sustainable fashion, and reforestation. In addition, textbook designers should incorporate themes that boldly tackle themes about human rights, refugees' crisis, and women abuse. Finally, the textbook designers should renew the activities that address critical approaches to step outside their comfort zone; in fact; the students can question the reasons for current crises and find sustainable solutions for them.

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