The EFL classroom:
an optimal space for global citizenship education?

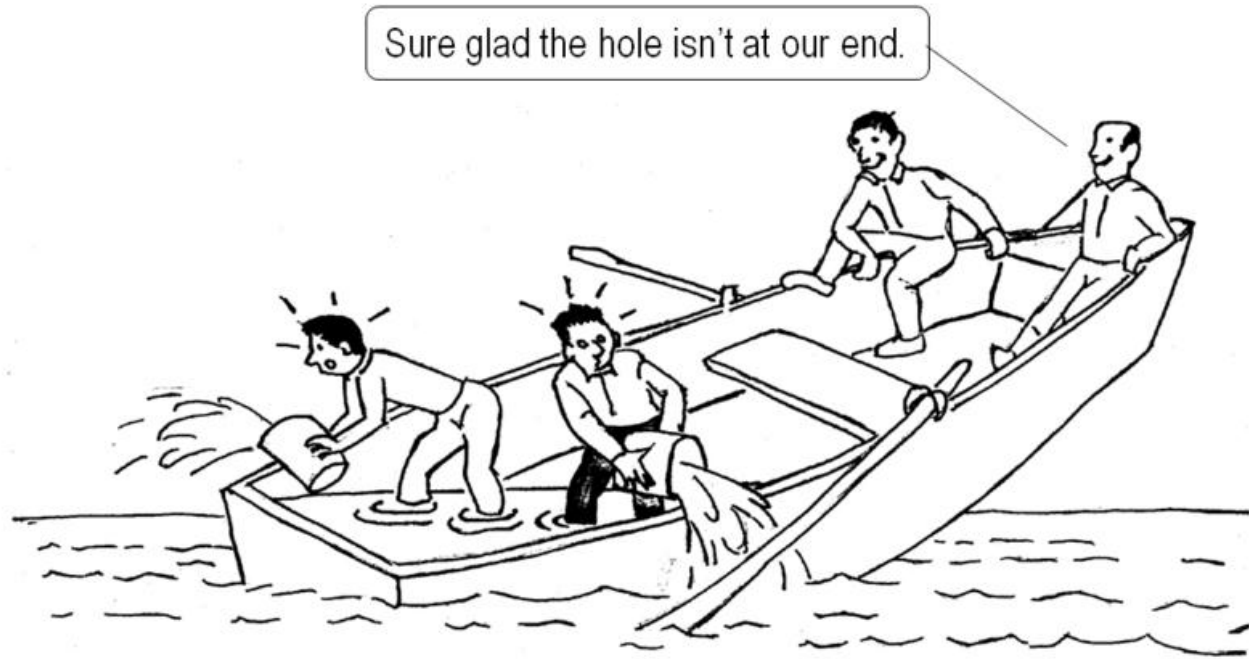**MÓNICA LOURENÇO & ANA RAQUEL SIMÕES**
University of Aveiro (Portugal)
Research Centre Didactics and Technology in the Education of Trainers (CIDTFF)

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Overview of presentation

I. Theoretical background
II. Research question and objectives
III. Methodology
IV. Results
V. Concluding remarks

I. Theoretical background

Citizens in this century need the knowledge, attitudes and skills to function in their cultural communities [...but they] also need to acquire the knowledge and skills required to become effective citizens in the global community.

(Banks, 2004, pp. 292-293)

I. Theoretical background

- Global (citizenship) education (GCE) has emerged as a central theme in recent decades linked to pedagogical principles to empower students as critical beings to see the relevance of global issues in their own lives, and to understand their 'glocal' responsibilities. (Gaudelli, 2003; Starkey, 2012)

Global Citizenship refers to a sense of belonging to a broader community and common humanity and to ways of relating to others and to the environment that are sustained on democratic principles and values.
(Lourenço, 2018;UNESCO, 2015)

Issues of global citizenship are not major components of the curriculum, and are often absent from textbooks worldwide or dealt with in 'softer' terms.
(Andreotti, 2006)

Why?

- many educators and policy-makers do not experience or see the immediate consequences of these problems;

- global issues seem to be complex and insurmountable, leading people to believe they can have little or no influence on them;

- teachers have been taught to avoid controversial issues that differ from the conventionally accepted beliefs embedded in the traditional curriculum;

- teachers have not usually been taught about issues of social and global responsibility in their own academic path.

(Cetindamar & Hopkins, 2008; Lourenço, 2017; Palmer, 2017)

GCE and foreign languages

☒ Languages are places of learning about self and others, and not mere instruments of communication;

☒ Languages provide opportunities for interaction with other civilizations, their cultures and worldviews;

☒ Languages encourage the development of general knowledge about the world, and sociocultural knowledge about the societies where the target language is spoken;

☒ Languages foster intercultural dialogue and democratic citizenship allowing students to interact with others, and to develop respect for their values and practices.

(Porto & Byram, 2015; Skutnabb–Kangas, 2000; Wagner & Byram, 2018)

I. Theoretical background

The English language classroom can become an opportunity for learners to:

- explore issues of identity and diversity while analysing similarities and differences between people, places, cultures and languages;

- develop an awareness of global interdependence in a world where languages evolve and influence each other;

- explore global issues while developing oral and written communication skills, critical thinking, and empathy;

- appreciate a range of perspectives, exploring how texts from different social, historical and cultural contexts influence values, beliefs and a sense of identity.

(Oxfam, 2015)

Research question

☒ How can we integrate GCE into the Portuguese EFL curriculum?

Research objectives

1. Analyse the projects developed by two pre-service teachers and their practicum reports to understand how they integrate GCE in the EFL curriculum (privileged themes, goals, methodologies, activities and resources);

2. Propose a typology of GCE pedagogies for the EFL classroom.

III. Methodology

2nd year students of the Master's degrees in English Teaching in Primary School and Teaching of English and Spanish in the 3rd Cycle of Basic Education and in Secondary School of a Portuguese HEI
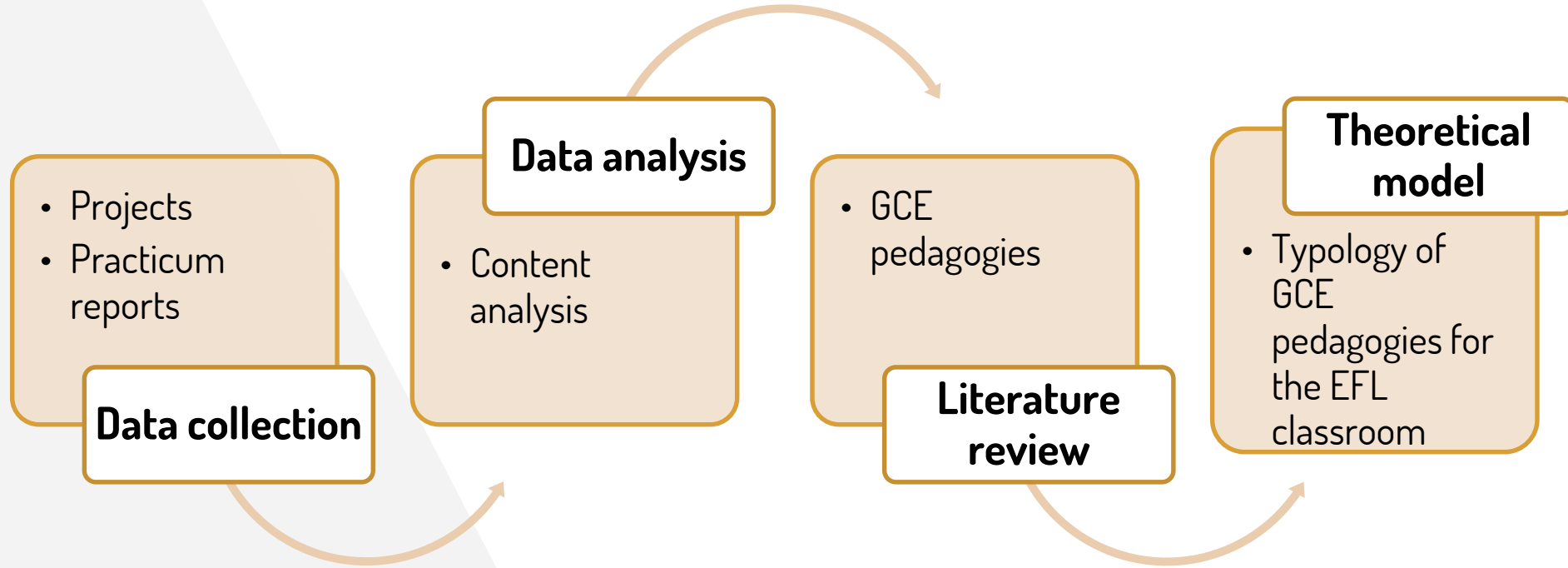
Participants

Kate, 41 years old
- Project 1: "Picture the world"
- October–December 2017, primary school, 4th grade, 25 students
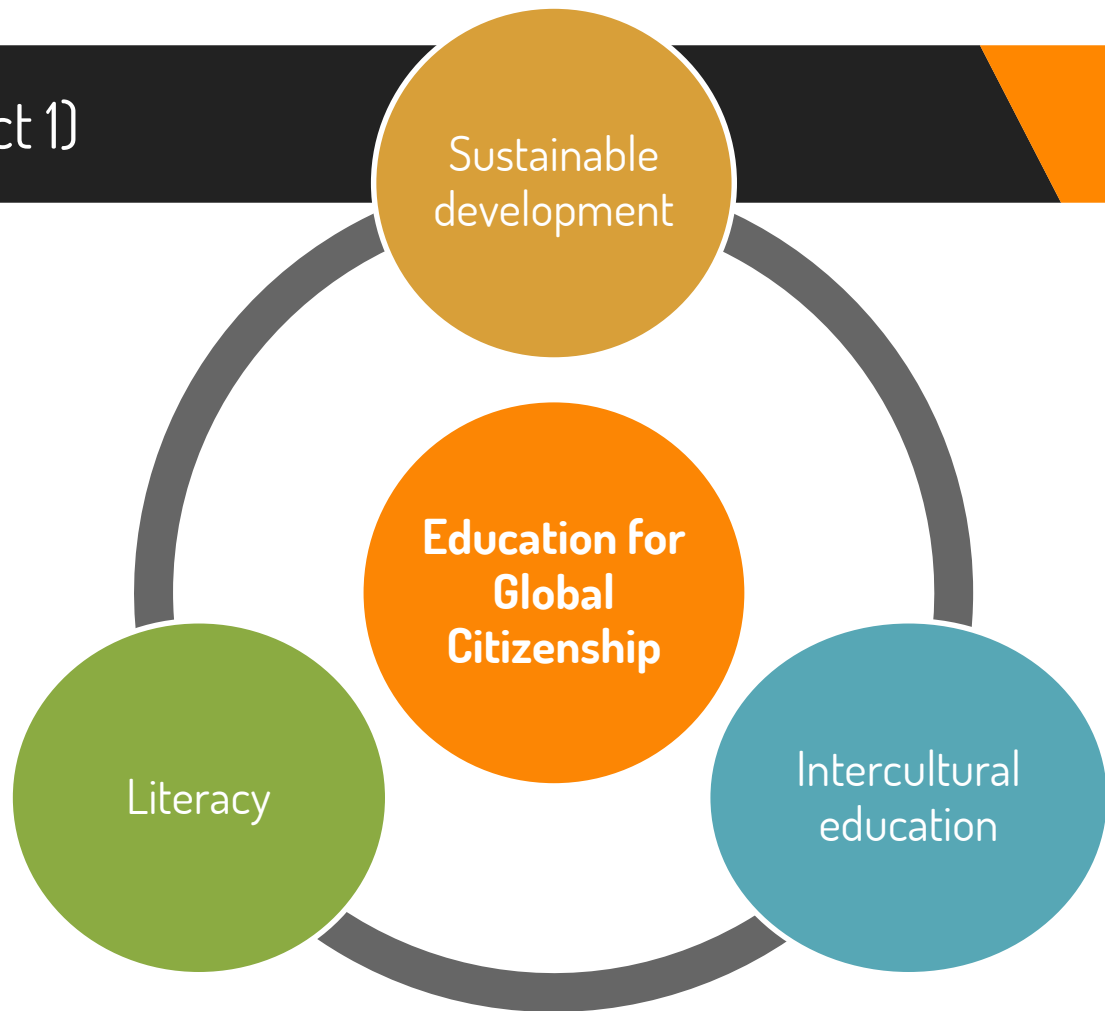
Elza, 35 years old
- Project 2: "Act to be – a global education project in the EFL secondary classroom"
- March–April 2015, 25 students (M_{age}=16)

III. Methodology

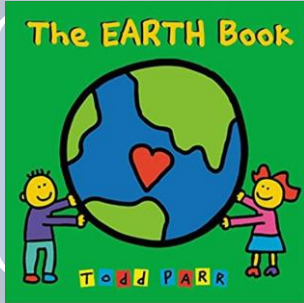**Data collection**
- Projects
- Practicum reports

Data analysis
- Content analysis

Literature review
- GCE pedagogies

Theoretical model
- Typology of GCE pedagogies for the EFL classroom
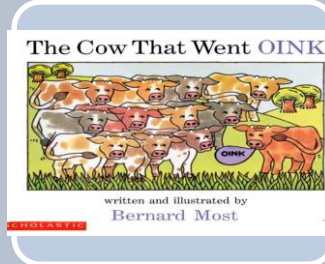
(Strauss & Corbin, 1994)

Project 1: themes.

Protect the planet!

Reduce, reuse, recycle and share this Halloween!

We are all different: accept and respect the difference!

Christmas is time for important messages!

Project 1: overview.

IV. Results (Project 1)

EFL curriculum themes	Global citizenship themes
– Let's protect the planet! – Let's visit the zoo! – Festivities /celebrations (Halloween and Cristmas)	– The environment – Solidarity – Cooperation – Intercultural issues – "Glocal" issues

Objectives	Competences
– Become aware of different global issues (e.g. environmental problems);	– Collaboration
– Reflect critically on global issues, recognizing their role as citizens and the importance to contribute (for instance sustainability of planet Earth, solidarity);	– Communication
– Show behavior that evidences understanding of global themes;	– Critical thinking
– Communicate one's own ideas effectively in English (orally and in writing);	– Social responsibility
– Develop reading comprehension skills.	

Example activities

- "Reading" *The Earth Book*;
- Matching sample pictures of the book;
- Using "authentic" recycle bins and materials in the classroom;
- Listening to the "3R's" song;
- Dialogue about students' actions to protect the planet.

- "Reading" the book *Pete the Cat saves Christmas*;
- Exploring and singing the song "Give it your all" (the importance of giving our vest and of helping others);
- Preparing messages on the values of GCE to be read in the Christmas party at school.

This Christmas...

share something!
help another person!
protect the planet!
tell your friends to recycle!
make someone happy!
learn with the difference!
give it your all!

IV. Results (Project 1)

Methodologies

- Reading comprehension activities
- Games
- Interactive dialogue
- Group work
- Individual writing activities
- Oral presentations in a school party

Resources

- Picturebooks
- Songs
- Videos
- Worksheets

Results and limitations of Project 1

The analysis shows that:
- the project had some effects on the development of **students' knowledge and attitudes**, namely: (i) openness to diversity, (ii) awareness and understanding of global issues; (iii) respect and solidarity towards the Other.
- The project allowed students to become aware of their role as citizens of a global world.
- The project was conducted in a **very short period of time.**

The students mobilized English language skills to communicate their ideas, consolidating the content addressed in each unit, reaching, in a general way, the objectives outlined in the lesson plans. (...)

we believe that the students have deepened their knowledge in English, while at the same time expressing attitudes that reveal their belonging to a global society in which they are also important agents.

Kate, Practicum report, p. 194

ECG should be based on educational models and practices that promote the improvement of the behavior of each citizen, encompassing issues related to the sustainability of the planet, respect for difference, cooperation and solidarity, leading to an appreciation of autonomy, dialogue, involvement and active participation in community life at the regional and global levels.

Kate, Practicum report, p. 124

IV. Results (Project 2)

1. Child labour
Fair trade

Investigate the world

Four domains of global competence

Recognize perspectives

2. Poverty

Take action

4. "Glocal" issues

Communicate ideas

3. Women's right to education

(cf. Mansilla & Jackson, 2011)

Project 2 themes.

IV. Results (Project 2)

EFL curriculum themes	Global citizenship themes
"Teens in a consumerist world" – Media, advertising and marketing strategies – Working conditions and work ethics – Social responsibility (e.g., environmentally-friendly products)	– Fair trade – Child labour – Poverty – Women's right to education – "Glocal" issues

IV. Results (Project 2)

Objectives	Competences
– Become aware of different global issues (e.g. fair trade, child labour, gender inequality…); – Reflect critically on global issues, recognising different perspectives; – Understand how personal habits and behaviour have the capacity to affect others; – Communicate one's own ideas effectively in English (orally and in writing); – Collaborate in a group task.	– Collaboration – Communication – Critical thinking – Social responsibility

Activities

- Analysing and discussing local and international newspaper articles and cartoons;
- Reading and understanding different types of texts ("The Future of Chocolate", Malala Youzafzai's speech at the UN);
- Listening to and analysing the lyrics of a song ("One" by U2;);
- Watching documentaries (*Girl Rising*);

Activities (cont.)

TOGETHER
FOR A
GREEN
SCHOOL

- Writing different types of texts (speech, comment on a statement *"If I could change the world…"*, argumentative essays);
- Completing a Venn diagram comparing one's own live and other people's lives (Suma from Nepal);
- Presenting a speech in class;
- Playing a game (global bingo);
- Preparing a flyer on a "glocal" issue and presenting in to the school community.

IV. Results (Project 2)

Methodologies	Resources
– Brainstorming/concept-mapping (poverty)	– Newspaper/magazine articles
– Student debates/discussions	– Cartoons
– Games	– Video documentaries
– Individual writing activities	– Inspirational speeches
– Oral presentations	– Songs
– Project-based learning	– Venn diagrams

Results and limitations of Project 2

Statistical analysis of questionnaires to the students and content analysis of an interview with the classroom teacher show that:

- the project had more significant effects on the development of **students' knowledge and understanding**, especially related to specific global problems;
- **female students** revealed more significant changes in their global awareness;
- The project was conducted in a **very short period of time** (a month), which limited visible/significative changes in students' skills and attitudes.

These four didactic intervention sessions, sustained on a global education perspective, contributed to **sowing the seed** of what it means to be globally competent. However, much more work is needed to develop an education that opens people's eyes and minds to the realities of the globalized world [...]. In fact, **broader and more systematic projects** are needed to enable students to **reflect on these issues** and to **gradually develop more solid and sustained knowledge, skills and attitudes.**

Elza, Practicum report, p. 101

The EFL classroom seems to be an ideal space for global education, as it aims to contribute to the education of **individuals capable of interacting with others in the world** by developing useful skills that go far beyond reaching a "native" communicative competence.

Elza, Practicum report, p. 102

EFL teachers should adopt **active and student-centered methodologies that promote critical thinking, collaborative work and ethical/social development**, in order to educate students as conscious and committed citizens to building a more just and democratic society.

Elza, Practicum report, p. 105

V. Concluding remarks

Overall, results show that:

- ☒ Both teachers were able to discover meaningful links between the EFL curriculum, other curricular areas and global issues;

- ☒ They used active and student-centred methodologies, as well as transformative pedagogies, sustained on cooperative learning, and critical thinking;

- ☒ Despite the limited duration of both projects, they were able to promoted different learning outcomes of GCE learning – cognitive, socio-emotional and behavioural. (Unesco, 2015)

(global) issues–based learning; transformative pedagogies; active and student–centred; teacher as facilitator and role model

RESPECT FOR DIVERSITY

Arts-based learning (simulations; role-play); Games; Venn diagrams; Storytelling; Analysing real "global images" and video documentaries

HEART

EMPATHY

Arts-based learning (simulations; role-play); Games; Venn diagrams; Storytelling; Analysing real "global images" and video documentaries

COLLABORATION

Cooperative-based learning; Design thinking; Project-based learning

06

05

04

LEARN–THINK– FEEL–ACT

01

02

03

HAND

HEAD

COMMUNICATION

Dialogue-based learning; Debates; Blogs; ICT tools (Skype); Individual written assignments (speech, argumentative essay)

CRITICAL THINKING

Problem-based learning; Brainstorming; Concept-mapping; Analysing real "global images" and video documentaries

SOCIAL RESPONSIBILITY

Service-Learning; Community Work; Project-based learning

GCE PEDAGOGIES FOR THE EFL CLASSROOM

Embedding global citizenship [...] involves thinking big but starting with small, manageable steps.

(Oxfam, 2015, p. 14)

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Thank you!
Questions? Comments?

Mónica Lourenço | monicalourenco@ua.pt

Ana Raquel Simões | anaraquel@ua.pt