Chapter 5
Teaching and Learning for Global Citizenship in the EFL Classroom:
Towards a Pedagogical Framework

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ABSTRACT

This chapter reports on a case study that aimed to understand how global citizenship education (GCE) can be integrated in the English as a Foreign Language (EFL) curriculum. In order to do that, the authors analyze the practicum reports of two pre-service teachers, which included the GCE projects they developed in a primary or in an upper secondary school, and the personal reflections they wrote at the end of the academic term. The first analytical procedure consisted in the identification of the topics, goals, methodologies, activities, and resources outlined by the pre-service teachers for their projects. Then, the authors analyzed the personal reflections to pinpoint learning outcomes, limitations, and recommendations. Finally, using a grounded theory approach, which drew on the data and on literature review, the authors propose a theoretical model for GCE pedagogies that provides possibilities for concrete EFL practices and teacher education programs.

INTRODUCTION

Preparing children and youth to live and work in globalized societies poses new and complex challenges to education systems. Schools and universities, created to perpetuate national values, are currently requested to prepare students to understand the world outside their own country, communicate accurately and respectfully across cultural distance, commit to social justice, and act towards more inclusive and sustainable communities. Within this context, global citizenship education (GCE) has emerged as a central theme 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, 2016), something which is often captured in the phrase "think globally, act locally".

Despite the rhetoric surrounding GCE (Lourenço, 2018b) and the undeniable need to empower students to become engaged citizens acting towards sustainable development, issues of global citizenship are still not major components of the curriculum and are often absent from textbooks worldwide or dealt with in "softer" terms (Andreotti, 2006). This is often the result of unclear representations of GCE by teachers and policymakers, and lack of pedagogical preparation to teach about these issues, which prevents teachers (and teacher educators) from integrating them into their professional practice and identity (Andrade & Lourenço, 2019; Goren & Yemini, 2017; Lourenço, 2018a).

Still, there are already many "good" GCE learning practices in all education levels scattered across the globe which deserve broader dissemination. Some of these practices have been developed in the foreign language classroom, often portrayed as "an optimal space for GCE" (Lourenço & Simões, 2019). Indeed, for a very long-time research has been reporting the role of language education in fostering intercultural and democratic citizenship (Byram & Wagner, 2018; Simões, 2018), in promoting global understanding (Tochon, 2009), and, more specifically, in contributing to GCE (British Council, 2008; Lütge, 2015). The English as a Foreign Language (EFL) classroom, in particular, has been depicted as an opportunity for learners to explore issues of identity and diversity while analyzing similarities and differences between people, places, cultures and languages; develop an awareness of global interdependence in a world where English(es) evolve and influence each other; explore global issues while developing written communication skills, critical thinking, and empathy; and appreciate a range of perspectives, exploring how texts from different social and cultural contexts influence values, beliefs and a sense of identity (Lourenço, 2017; Oxfam, 2015b).

In Portugal, the context of this study, GCE has gained momentum in recent years, not only as a response to international calls to educate critical and responsible citizens, but also as a result of a favorable climate to integrate citizenship issues in the curriculum, in agreement with the National Strategy for Citizenship Education, in force since 2017. According to a review of the GCE literature published in Portugal in the last 10 years (DERC, 2020), the number of articles, chapters and thesis covering this topic has risen sharply. The expansion of the field is also visible in scientific events that have started to include GCE as a strand, as well as in the growing array of resources and guides that teachers have at their disposal to implement GCE (see, for instance, Neves & Coelho, 2018).

Addressing this background, this chapter reports on a case study, which included grounded theory analysis, conducted with two pre-service teachers in Portugal who developed GCE projects in a primary or in an upper secondary school during their EFL practicum. The broader research question was defined in the following terms: How can GCE be integrated in the EFL curriculum? In line with this question two objectives were set:

1. To analyze the integration of GCE in the EFL curriculum by these pre-service teachers (e.g., What topics do they privilege? What aims do they define? What methodologies, activities and resources do they use? What learning opportunities/challenges do they identify?);
2. To propose and describe a framework of GCE pedagogies for the EFL classroom.

The chapter is organized in the following way. It begins with an overview on the theory and practice of GCE, still "a world apart", and on the role that foreign languages can play in promoting (global) citizenship education. Then, it describes the case study, namely the participants and the methodological procedures that were used for data collection and analysis. The following sections focus on the presentation and discussion of the results and on the description of the pedagogical framework for GCE. The chapter ends with some concluding remarks stressing the relevance of the results for teacher education and suggesting avenues for future research.

BACKGROUND

The Theory and Practice of Global Citizenship Education

Rapid advances in technology and communication have resulted in the widening and deepening of worldwide interconnectedness in all aspects of contemporary life, including economic, political, social and cultural spheres. This interconnectedness offers new possibilities to contact with (and learn) from linguistically and culturally diverse people, as well as to access information in real-time. However, it also brings challenges of unprecedented magnitude. Since we are interconnected (and interdependent), what happens in other parts of the world affects us on a local level, and vice versa. Hence, climate change, war and conflict, gender and social inequality, poverty and unemployment, migration and displacement have all crossed national borders to become global problems with consequences for many different countries and communities.

Finding solutions to these global problems, which threaten human and environmental well-being, demands new and complex skills, knowledge and predispositions from people (Banks, 2004), such as creativity; communication, negotiation and collaboration skills; critical thinking; respect for and valorization of diversity; and commitment to social justice, to name but a few. People are required to be aware of the wider world and understand how it works, to take responsibility for their actions, to participate in the community at a range of levels, and to work with others to make the world a more equitable and sustainable place (Oxfam, 2015a). This brings out the need for clearer and bolder education goals, as well as more flexible and inclusive forms of education.

Responding to these calls, GCE has emerged as a "framing paradigm" (UNESCO, 2014, p. 9), a new educational perspective that allows theoreticians, policymakers and practitioners to reconceptualize old issues, providing new meanings for the problems of citizenship in global and plural societies. According to the UNESCO (2014, p. 15), GCE is a type of education that "aims to empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world". GCE puts an emphasis on social engagement and responsibility, going beyond "international do-goodery" and mere indoctrination to educating citizens to act responsibly towards all human beings and all other living creatures with whom they share the planet. Educating children and youth for global

citizenship is then to develop competences and provide them with relevant opportunities to help them construct an internal learning system that will shape their future choices and decision making.

Over the past decades, GCE has gained prominence in international discourse. The United Nations' *Global Education First Initiative* (2012), promoted by the former Secretary-General Ban Ki-moon, is but one example. Among the three pillars outlined in this global initiative, the third aims to foster global citizenship, sustaining that education must be transformative and "fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies" (UNESCO, 2012, p. 20). The United Nations 2030 Agenda for Sustainable Development also includes global citizenship as a target, elevating GCE to other key policy agendas – access to education and quality education.

GCE has also gained increased attention from research. According to the second edition of the *Global Education Digest* (DERC, 2018), which provides a reasoned bibliography of academic and research materials relevant to the field of GCE, the number of publications on the theme has increased dramatically. A search of Scopus, the world's largest abstract and citation database of peer-reviewed literature, shows that, in the last 10 years, there have been 813 journal articles written about this topic, revealing a significant growing trajectory (from 32 in 2008 to 91 in 2018). Another example of the significance of the field is a recent review of empirical studies dealing with the concept of GCE within primary and secondary education in the past ten years (Goren & Yemini, 2017). The conclusions of this review suggest that global citizenship clearly constitutes a global phenomenon, being recognized as an important issue to be incorporated in the classroom.

It is not surprising, then, that many countries have begun integrating GCE into their curricula, both in response to the needs of a diversified student population constituted by global migrations flows and as a means to prepare students to compete in a global labor market. Countries integrate GCE principles in various ways, including a cross-curriculum approach, a whole-school approach, an integrated component within different subjects, and a separate subject approach. Yet, according to UNESCO's 2017 *Global Monitoring Report*, levels remain low with only 25% of textbooks worldwide mentioning global citizenship, compared to 13% in the 1980s, and very little attention being devoted to GCE topics in teacher education programs.

There are several possible reasons for this. First, the term "global citizenship" is often contested and regarded as an oxymoron (Davies, 2006). Indeed, to be a citizen is to be a member of a given state, deriving rights and carrying obligations because of that membership. Thus, the idea that citizenship can be global invokes "uncertainty, disbelief and even disorientation" (Gaudelli, 2016, p. 9). GCE has also been blamed for a naïve internationalism, aiming at pursuing a vague "international awareness", which could also be understood as an expression of a masked colonialism, leading some scholars to advocate for a decolonization of the term pointing to its hegemonic Eurocentric predisposition (Andreotti & Souza, 2012). The tendency towards global citizenship is also sometimes criticized as an undesired consequence of the loss of national identity and related values, leading to the uprooting of citizens in their local community (Bowden, 2003). Many have come to contest these claims, suggesting that globalization has brought about the possibility (and necessity) for people to see themselves (or at least part of their identity) as citizens of a global community. As Clifford and Montgomery (2011, p. 13) explain, "while some argue that there is no society for global citizens to be citizens of, we see planet earth as our commonality and endorse the ethic of social justice where we do not secure a better live for ourselves at the expense of a much worse life or others". Understood in these terms, global citizenship does not imply a legal status or formal membership, meaning instead a sense of belonging to a broader community and relating to others and the environment based on values of social justice and respect for diversity.

A second reason for GCE's "obscurity" is its openness to multiple interpretations. Oxley and Morris (2013), Pais and Costa (2017) and, more recently, Pashby, Costa, Stein and Andreotti (2020) have found that there are multiple ideological constellations overlapping and even contradicting one another within the field of GCE. Starting with Andreotti's (2006), "soft" versus "critical" dichotomy, GCE has been pushed and pulled in a continuum ranging from the neoliberal discourse, which privileges a market rationale focused on self-investment and enhanced profits, to the critical democracy discourse, highlighting the importance of ethical values, social responsibility and active citizenship.

The slippery, ill-defined and sometimes disputed nature of the concept has made GCE impermeable both to the classroom and to teacher education programs. In many countries, teachers are still poorly prepared to teach topics related to global citizenship, since initial and in-service courses and programs include limited or no core knowledge in these fields (UNESCO, 2017). Many programs have begun to meet these demands, but efforts tend to be fragmented and dependent on individual teacher educators' commitment. Hence, many teachers are still lacking the confidence, knowledge and skills necessary to teach these topics effectively and encourage these attributes in their students (Bamber, Bullivant, Clark & Lundie, 2018; Lourenço, 2018a). Therefore, it seems important to understand how GCE can be incorporated in the curriculum, both across and within subjects, such as in foreign language education (FLE), which, as explained in the following section, can be a privileged means for carrying out GCE.

The Role of Foreign Languages in Citizenship Education

One of the major challenges educators are facing nowadays is precisely how to take GCE from paper to reality. In general terms, this includes all subjects in the curriculum, but foreign languages seem to occupy a privileged place. In fact, FLE is often regarded as an ideal context to incorporate the teaching and learning of (global) citizenship education (Birch, 2009; Guilherme, 2002), due to its cross-cultural nature and to the possibility of allowing individuals to explore diverse cultures and identities. Back in 1997, Byram already recommended that language education used concepts from citizenship education, education for democracy, peace and human rights education, in order to provide a mediation between cultures. Osler and Starkey (2005) also advocated the inclusion of citizenship education in FLE, in order to respond to the emerging realities of globalization. FLE is, indeed, a way to place universal values and diversity in the spotlight, bringing together a reflection about identity and about the role and the respect for the individual and for the FLE endeavor (Byram & Feng, 2005).

The foreign language classroom is a space where multiple opportunities can be created to reflect on issues related to identity and critical thinking and to foster understanding of diversity in general: "the political, economic, and social contexts our future citizens will have to come to terms with demand a notion of citizenship education that is more flexible but, at the same time, more empowering and, for this purpose, it is foreign language/culture education that helps facilitate intercultural communication among citizens in multicultural societies and in a global world" (Guilherme, 2002, p. 166). As the author advocated, foreign language classrooms are places for "the Self", "the Other" and "the World" to be in constant interaction within a critical and reflective viewpoint, which encourages both students and teachers to reflect on the language(s) they use, to create positive relationships with Others, as well as to become more aware of their role in the world and to actively participate in today's societies.

In a guide for teaching English and Global Citizenship, Oxfam (2015b, p. 1) declares: "a Global Citizenship approach [to English teaching] provides the meaningful wider contexts necessary for language and literature to be fully understood. It enables learners to appreciate a range of perspectives, exploring

how texts from different social, historical, and cultural contexts influence values, assumptions, and a sense of identity."

Hence, understanding the role of FL in citizenship education is a consequence of the acknowledgment of the social intent, of the moral dimension and of the political character that language (teaching and) learning must assume (Byram, 2008, 2014), contributing to democracy and peace. The integration of language and citizenship education is seen as follows: "the content in question should draw on citizenship education, enriching it with attention to intercultural communicative competence and giving substantial and meaningful content to language lessons, while providing opportunities for methodological innovation and cross-curricular cooperation" (Byram, 2010, p. 318). More recently, Byram, Golubeva, Han and Wagner (2017) have stated that the integration of language teaching and citizenship education can happen by combining the relational, transnational and critical perspectives of FLE with the civic action in citizenship education.

Still, more studies are needed on how GCE is being fostered in education in general and in language classrooms in particular, in order to share possible results with different stakeholders and to reflect on what is still to be done, either in terms of language teacher education (how can I become a better GCE educator?) or in terms of curriculum design and resources to be used. Thus, in order for GCE to become immersed in the EFL classroom, teachers must be provided theoretical and methodological background on how to teach English and simultaneously promote GCE, which includes opportunities to deal with the theme in teacher education programs and to engage in relevant practices in the school context.

THE CASE STUDY

Participants

Participants in this study were two pre-service teachers, Kate and Elsa[1], who were attending the second year of a Professional Master's degree in Foreign Language Teaching in a Portuguese university[2]. Kate, 41 years old, already had a degree and 15 years of experience as an upper secondary English teacher. At the time, she was enrolled in a Master's Degree in English Teaching in Primary Education and conducting her practicum in a 4th grade classroom (9-10-year-old pupils) in Central Portugal, where she developed a GCE project titled "Picture the world". Elsa, 35 years old, had a prior degree in Secretarial Studies and a brief working experience as an English to Portuguese translator. At the time, she was taking the Master's Degree in English and Spanish in Secondary Education. As part of her practicum, Elsa developed a GCE project titled "Act to be" with 11th grade students (15-16 years old) in an upper secondary school in Northern Portugal. Simultaneously to conducting their projects, both teachers collected data to write their practicum reports[3], which were publicly presented and evaluated. Both reports are available online in an open institutional repository.

Methodological Procedures

This is a qualitative case study (Stake, 2005) with a grounded theory approach (Corbin & Strauss, 2015) that went beyond mere identification of the phenomena to propose a theoretical model. The authors started by collecting the data, which consisted of the two GCE projects developed by the pre-service teachers during their practicum, and their personal reflections, both integrated in their practicum reports.

The decision to choose these specific reports was motivated by three main criteria: (i) their topic and main focus (GCE practices for the EFL context); (ii) the diversity of the intervention contexts (primary and upper secondary education), and (iii) the quality of the reports, according the master's defense examiners. The selection of those two reports was also reinforced by a search conducted on two official Portuguese repositories (RCAAP and RENATES). Using the terms "global citizenship education" or "global education", 37 master's dissertations and reports were identified in the timeframe 2010-2019. From those 37, only the two selected for this case study specifically addressed FLE.

Data analysis was conducted in the following way: in what concerns the GCE projects, the authors analyzed the data resorting to deductive content analysis (Krippendorf, 2013) and defining categories related to the projects' topics, objectives, methodologies, activities and resources. For the personal reflections, the authors read through the corpora to identify inductive categories that emerged from the data. These were related to pre-service teachers' perceptions of the projects, namely the effects they had on the students, the projects' limitations, and recommendations for future research. The next methodological procedure consisted in refining the categories identifying the ones that were recurrent in both projects. Then, drawing on a constant comparative method between the data and the literature review of pre-existing frameworks, the two authors carried out an independent analysis to fill in the gaps in the categories previously identified and find relationships between them. A visual diagram depicting these categories and subcategories emerged and evolved through the analysis of data alongside the interrogation of related literature. Finally, it was built into a framework for GCE pedagogies after a peer-debriefing process between the two authors. Agreement was reached on the nature and functions of the framework that is not meant to be a conclusive and definitive structure, but a heuristic device to support teachers in the integration of GCE in the EFL curriculum.

RESULTS AND DISCUSSION

This section presents the results from category analysis. The first part focuses on the topics, objectives, methodological approaches, activities and resources of the projects "Picture the World" and "Act to be". The second part addresses the learning outcomes and limitations of the projects, as well as the recommendations for future research highlighted by the pre-service teachers in the personal reflections/conclusions of their reports. Finally, results are discussed emphasizing connections and dissonances.

Topics, Objectives, Methodological Approaches, Activities and Resources

Project "Picture the World" aimed to understand how to educate children for global citizenship using picturebooks in the EFL classroom. The specific objective was to foster pupil's love for reading, while learning (in terms of knowledge, skills, attitudes and values) to be actors locally and globally, contributing to a more just, inclusive and sustainable world. The study was undertaken in four sessions conducted by Kate with her pupils, using four different picturebooks. In each session the students were invited to think about their role in the planet, not only in terms of ecological and environmental sustainability, but also as far as intercultural and identity issues are concerned.

In Session 1, "Protect the planet!", students started by reading *The Earth Book* by Todd Parr, and watched a video of a child telling the story. After analysing each page of the book focusing on unknown vocabulary, characters, and choice of colours, the pupils completed a matching exercise of sample pic-

tures of the book in pairs. The final message of the book was discussed, which is related to the possible actions one can do to protect the planet. Afterwards, the pupils listened to and sang "The 3R's song", which is about environmentally friendly measures – reduce, reuse and recycle – while placing "real" objects into the correspondent recycling bins.

In Session 2, which coincided with Halloween, the students listened to the digital version of the picturebook *Halloween Candy Crunch* by Flitzy Books, and discussed the story, namely its message: sharing with others. Afterwards, the students played a game where they had to match an English word related to the theme of sustainability to the corresponding Portuguese and Spanish term. Finally, they listened to and sang a Halloween song.

Session 3 focused on the topic of pets, farm animals and wild animals. The students listened to the song "Old MacDonald had a farm" and discussed the use of animal sounds in English and the correspondent version in Portuguese. The teacher presented the digital version of the picturebook *The cow that went oink* by Bernard Most, which the pupils explored with the teacher's help. The final message of the story was portrayed by two different animals who discover that the differences between them are not a problem, but an added value. The phrase *"we are all different, but we all need to respect and value diversity"* was discussed with the group. Then, the students played Animal Bingo in pairs, using the images of animals present in the book and the corresponding words in English. The game was built on the traditional bingo game but used recycled plastic and paper materials.

Session 4 took place right before Christmas school break, so this was the festivity that was celebrated in this English lesson. The teacher presented the picturebook *Pete the Cat saves Christmas* by Eric Litwin, and the peritextual features of the book were analysed. The students were also invited to listen to the song "Give it your all" which is mentioned the book. The final message of the book was identified by means of a dialogue with the pupils: Pete is a small cat, but he did a magnificent feat by helping Santa Claus. The importance of helping others was explored in class, and pupils gave specific examples of solidarity activities that may be undertaken not only during Christmas celebrations, but throughout the year. In line with this message, the pupils crafted Christmas postcards illustrating the main messages of the picturebooks explored in all four sessions: concern for the environment, sharing, respect for and acceptance of diversity, and the value of friendship.

Project "Act to be" covered other GCE topics and was aimed at older pupils. The project was designed around the four domains of the Global Competence Matrix (Mansilla & Jackson, 2011):

1. *Investigate the world* beyond one's immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. *Recognize perspectives*, others' and one's own, articulating and explaining such perspectives thoughtfully and respectfully.
3. *Communicate ideas* effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. *Take action* to improve conditions, viewing oneself as a player in the world and participating reflectively.

Each of these domains was the focus of the four sessions that were conducted by Elsa with her group of students in an upper secondary school. Each session dealt with a specific topic which was linked to a broader EFL theme in the Portuguese curriculum for the 11th grade – Teens in a consumerist world. Session 1 was dedicated to child labor and fair trade, Session 2 to poverty issues, Session 3 to women's

right to education and Session 4 to issues that students identified in their communities, which were simultaneously of local and global relevance.

In Session 1, "Investigate the world", students started by analyzing newspaper/magazine articles that were of local, national or international relevance. This led them to a discussion about the concepts of global issues and interdependence prompted by the following statement *"The essence of global issues is a recognition that the people of the world are inexorably linked and that, in today's world, that which touches one touches all"*. Then, students were invited to read an article titled "The future of chocolate" and explore the process involved in the production and distribution of this popular sweet treat. They were amazed when they saw a video of a very young child carrying a huge bag of cocoa beans, the same child who was shown later eating chocolate for the very first time. Apart from the issue of child labor, the text also depicted the working conditions of the farmers. Students were then asked to work in groups suggesting possible solutions to overcome the challenges these workers have to face. The topic of fair trade was then introduced with a chocolate bar carrying the reference "Cocoa Plan". Students got together in groups and searched the web to discover the meaning of this reference and the projects developed by several chocolate companies to improve the socioeconomic conditions of the farmers and ensure a more sustainable production. They took notes and shared the results of their research with their colleagues, which was followed by an overall discussion about the topics introduced in the session.

Session 2, "Recognize perspectives", started with a whole class discussion of cartoons on the issue of poverty. This discussion was followed by a written exercise consisting in a personal definition of the word "poverty", which was put on a sticker and presented by each student to their colleagues. Then, the students saw the "Make Poverty" video where celebrities snap their fingers at three-second intervals. At the end of the video, the following message appears: *"Every three seconds a child dies of extreme poverty"*. The teacher asked the students how that made them feel and if they thought it was their responsibility to take action on this seemingly insurmountable issue. To promote reflection, the students listened to and analyzed the song "One" by Irish band U2 and discussed its connection to the video they had just seen. At the end of the session, students wrote an individual assignment with the title *"If I could change the world…"*, which was read aloud in class in the following session.

Session 3, "Communicate ideas", focused on the topic of women's rights, particularly on the right to education. To address this issue, the students saw chapter "Suma from Nepal" from the *Girl Rising* video documentary. This documentary follows the stories of nine girls from developing countries, showing how they are overcoming great obstacles to obtain an education and change their fates. The students discussed the video and compared their lives with Suma's using a Venn diagram. This discussion led them to the story of women activists, such as Malala Yousafzai. The students read Malala's speech at the UN and discussed its content. This was also an opportunity to think about the purposes of speeches, the type of language people use in their speeches, and the important role played by body language. With the support of an information sheet that included the typical features of speeches, students selected a topic to write a persuasive speech and presented it to the whole class.

The last session, "Take action", was the moment to take stoke of the global issues discussed in the previous sessions by playing a game called "Global Bingo". In the game, the teacher read statements that the students had to match with the appropriate concepts they had written on their cards. For instance, statement *"Regularly buying things that you do not need"* should be matched to *"overconsumption"*. The first student to match five terms on their card should raise their hand and shout "Global Bingo". Then, working in groups, the students had to choose one global issue and discuss small steps to take action on that issue, starting in their school context. Next, they created a flyer explaining why that issue was

important and suggesting a list of steps that could be taken in school. Each group presented their flyers and the best was voted to be distributed in the school and presented to other classes.

Table 1 shows an overview of the two projects in terms of the topics, objectives, methodological approaches, activities and resources that were defined by the two pre-service teachers.

Table 1. Overview of the two GCE projects

	"Picture the World"	**"Act to be"**
Topics	EFL curriculum themes: • Let's protect the planet! • Let's visit the zoo! • Festivities /celebrations (Halloween and Christmas) Global citizenship topics: • The environment • Solidarity • Cooperation • Intercultural issues • "Glocal" issues	EFL curriculum themes: • Teens in a consumerist world, namely… - Media, advertising and marketing strategies - Working conditions and work ethics - Social responsibility Global citizenship topics: • Fair trade • Child labor • Poverty • Women's right to education • "Glocal" issues
Objectives	• Become aware of different global issues (e.g., environmental problems). • Reflect critically on global issues, recognizing their role as citizens and the importance to contribute (for instance, to the sustainability of planet Earth). • Demonstrate behavior that evidences the understanding of global themes. • Communicate one's own ideas effectively in English (orally and in writing). • Develop reading comprehension skills.	• Become aware of different global issues (e.g., fair trade, child labor, gender inequality…). • Reflect critically on global issues, recognizing different perspectives. • Understand how personal habits and behavior affect others. • Communicate one's own ideas effectively in English (orally and in writing). • Collaborate in a group task.
Methodological approaches	• Games • Interactive dialogue • Group work • Individual assignments • Oral presentations	• Brainstorming/concept-mapping • Student debates/discussions • Games • Individual assignments • Oral presentations • Project-based learning
Activities	• Listening to stories • Reading and analyzing picturebooks • Analyzing and discussing pictures • Listening to and analyzing the lyrics of songs • Playing different types of games • Writing postcards	• Reading and analyzing different types of texts • Analyzing and discussing pictures • Listening to and analyzing the lyrics of songs • Watching documentaries • Orally presenting a text • Writing different types of texts • Completing a Venn diagram • Playing a game • Searching for information online • Preparing a flyer
Resources	• 4 picturebooks • Songs • Videos • Worksheets	• Newspaper/magazine articles • Cartoons • Video documentaries • Inspirational speeches • Songs • Game cards

Source: the authors

Learning Outcomes, Limitations and Recommendations

Inductive content analysis allowed for the identification of three categories that were relevant to the purpose of this study: learning outcomes of the GCE projects, limitations of the research, and recommendations for future studies. These are presented and discussed below supported by pre-service teachers' quotes, which were translated from Portuguese into English for purposes of clarity.

Kate's analysis of the project, based on questionnaires and self-assessment worksheets filled in by the students, showed that the project had some effect on the development of students' knowledge and attitudes, namely in what concerns openness to diversity, awareness and understanding of global issues, and respect and solidarity towards others. The project also allowed the pupils to become aware of their role as global citizens, even though it was conducted in a very short period of time. As Kate states: "The students mobilized English language skills to communicate their ideas, consolidating the content addressed in each unit, reaching, in a generic way, the objectives outlined in the lesson plans. […] We believe that the students have deepened their knowledge of English, while at the same time developing attitudes that reveal their belonging to a global society in which they are also important agents" (Kate, Practicum report, p. 194).

Elsa analyzed the effects of her project on students' global competence using a questionnaire that was filled in before and after the sessions. The questionnaire included four-point Likert scale statements focused on the three components of (global) competence – knowledge, skills and attitudes. For instance, students had to say how true the statement *"I am aware that not everybody in the world has the same rights"* was to them, with options ranging from *"to a great extent"*, *"somewhat"* and *"very little"*, to *"not at all"*. Statistical analysis of the questionnaires, coupled with content analysis of an interview she conducted with the classroom teacher, showed that the project had more significant effects on the development of students' knowledge and understanding, especially related to specific global problems. Analysis also revealed that it were female students who presented more significant changes in their (self-reported) global competence. Similarly to Kate, she concluded that the project's main limitation was that it was conducted in a very short period of time (only a month), which limited visible and significant changes in students' skills and attitudes, serving merely to "sowing the seed of what it means to be globally competent" (Elsa, Practicum report, p. 101). Therefore, she suggests that "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" (ibidem).

Regarding recommendations, Kate seems to focus her attention on the topics and competences of GCE, stating: "GCE 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 regional and global levels" (Kate, Practicum report, p. 124). On her part, Elsa emphasizes the role that English can play in promoting GCE, suggesting that "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' competence" (Elsa, Practicum report, p. 102). She goes on by listing some of these skills, advocating for the use of specific methodological approaches: "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" (Elsa, Practicum report, p. 105).

What emerges from the content analysis of both projects and personal reflections is that the pre-service teachers were able to discover meaningful links between the topics that are already part of the ELF curriculum (e.g., festivities, animals, media) and global issues, meaning that the integration of GCE in the EFL classroom is not an arduous task. To address these topics, pre-service teachers defined similar methodological approaches (individual assignments, group work, oral presentations), as well as analogous activities (reading and analyzing different types of texts, analyzing pictures, listening to songs or playing games). Despite these similarities, they took care in selecting age-appropriate resources that concurred to the development of a similar set of competences that were related mainly to critical thinking, communication and collaboration skills. In what concerns learning outcomes, both teachers agreed on the fact that they were able to promote pupils' knowledge and attitudes, with an emphasis on the first, claiming that the short duration of the projects was a limitation. These results seem to suggest that GCE can be introduced at a very young age and carried out throughout pupils' academic lives with increasing complexity, as long as it is approached in a systematic way and does not rest upon isolated activities.

A Pedagogical Framework for GCE in the EFL Classroom

Despite the focus on theorizing the field of GCE, part as an attempt to overcome the fuzziness and conceptual tensions surrounding the term, several organizations and institutions have put together a series of guides that present a more "hands-on" approach to planning and developing global citizenship. In its publication, *Global Citizenship Education: Topics and Learning Objectives*, the UNESCO (2015) sees GCE entailing three core conceptual dimensions, which are based on three domains of learning: cognitive, social-emotional and behavioral. Based on these dimensions, key learning outcomes are proposed, describing the knowledge, skills, values and attitudes that learners can acquire as a result of GCE, and key learner attributes. These are: informed and critically literate, socially connected and respectful of diversity, and ethically responsible and engaged. For each learner attribute, nine topic areas, three for each learner attribute, are identified, as well as four specific learning objectives for each area. Learning objectives are presented by level of complexity, offering a "spiral curriculum" approach through which concepts related to GCE can be introduced at pre-primary and taught with increasing depth and complexity as learners mature.

Another relevant UNESCO publication, *Global Citizenship Education: Preparing Learners for the Challenges of the Twenty-First Century* (2014), provides guidance on how to translate GCE principles into practice, featuring examples of "good" practices and approaches. In this respect, emphasis is placed on participatory and transformative learning practices that are learner centered, encourage dialogue, promote critical thinking and creativity, are empowering and solution-oriented, develop resilience and "action competence". Among the proposed approaches feature community-based approaches, sports- and arts-based approaches, and information and communication technologies.

Oxfam's *Education for Global Citizenship: A Guide for Schools* (2015a) is one of the several practice-based guides created by this organization to help teachers deliver global citizenship by following a "learn-think-act" process. The document conceptualizes a tripartite approach to GCE that includes the knowledge and understanding, skills, values and attitudes that learners need both to participate fully in a globalized society and economy, and to secure a more just, inclusive and sustainable world than the one they have inherited. Oxfam considers this conceptualization to be relevant for constructing curriculum throughout pre-primary, primary, secondary, and post-secondary education, emphasizing the need for
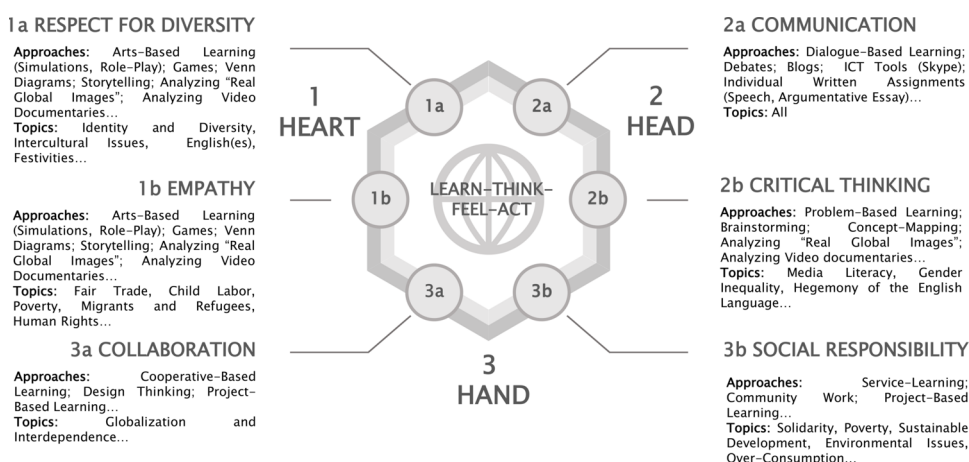
GCE to be integrated in a systematic and gradual way throughout the curriculum, as well as in all areas of the curriculum, including language teaching and learning.

In the European context, worth highlighting is the updated edition of the *Global Education Guidelines* (2019), which carries the subtitle "Concepts and methodologies on global education for educators and policy makers". This version introduces methodological approaches to support GCE practice and assessment, connecting methodology with the Council of Europe's Reference Framework of Competences for Democratic Culture. It also offers step by step proposals to develop coherent programs for short- or long-term training and includes a new section on media literacy.

Drawing on these guidelines and on the results from content analysis, a pedagogical framework for integrating GCE in the EFL curriculum was constructed (see Figure 1).

Figure 1. A pedagogical framework for GCE in the EFL classroom.
Source: the authors

1a RESPECT FOR DIVERSITY

Approaches: Arts–Based Learning (Simulations, Role–Play); Games; Venn Diagrams; Storytelling; Analyzing "Real Global Images"; Analyzing Video Documentaries…
Topics: Identity and Diversity, Intercultural Issues, English(es), Festivities…

1b EMPATHY

Approaches: Arts–Based Learning (Simulations, Role–Play); Games; Venn Diagrams; Storytelling; Analyzing "Real Global Images"; Analyzing Video Documentaries…
Topics: Fair Trade, Child Labor, Poverty, Migrants and Refugees, Human Rights…

3a COLLABORATION

Approaches: Cooperative–Based Learning; Design Thinking; Project–Based Learning…
Topics: Globalization and Interdependence…

2a COMMUNICATION

Approaches: Dialogue–Based Learning; Debates; Blogs; ICT Tools (Skype); Individual Written Assignments (Speech, Argumentative Essay)…
Topics: All

2b CRITICAL THINKING

Approaches: Problem–Based Learning; Brainstorming; Concept–Mapping; Analyzing "Real Global Images"; Analyzing Video documentaries…
Topics: Media Literacy, Gender Inequality, Hegemony of the English Language…

3b SOCIAL RESPONSIBILITY

Approaches: Service–Learning; Community Work; Project–Based Learning…
Topics: Solidarity, Poverty, Sustainable Development, Environmental Issues, Over–Consumption…

1 HEART — 1a — 2a — 2 HEAD
1b — LEARN–THINK–FEEL–ACT — 2b
3a — 3b
3 HAND

The framework is centered on three domains of GCE – heart, head and hand – which mirror UNESCO's (2015) core conceptual dimensions. 'Heart' relates to the socio-emotional dimension of GCE, which is sustained on a sense of belonging to a common humanity that shares values and responsibilities, while being simultaneously diverse. 'Head' focuses on the cognitive dimension of GCE, related with becoming aware and informed about global issues, reflecting critically about information broadcasted in the media and elsewhere, and effectively expressing one's point of view. Finally, 'hand' is linked to the behavioral dimension of GCE, to the ability to act responsibly with others at local, national and global levels for a more peaceful and sustainable world.

In the framework these three domains are translated in six competences – respect for diversity and empathy (heart), communication and critical thinking (head), and collaboration and social responsibility (hand). For each competence, active, student-centered and transformative pedagogies, which seem most suitable for the EFL classroom and to GCE purposes according to the two pre-service teachers, are identified. For instance, role play and simulations are suggested as adequate possibilities to promote empathy and respect for diversity, while problem-based learning and concept-mapping are linked to the development of critical thinking. Among the different pedagogical approaches, there is an emphasis on real-life learning in both local and global settings, which is expected to inspire learners to become

responsible and engaged citizens while demonstrating the purpose of English. Possible topics for each competence are also suggested. For example, discussing the hegemony of the English language can be an opportunity to promote critical thinking, putting oneself in the shoes of a refugee can foster empathy, reflecting about one's consumption habits can help students' develop their social responsibility towards others and the environment.

The framework also suggests the process for GCE delivery, which may occur in four steps: learn-think-feel-act. Students are expected to gain information about a topic, reflect critically upon it, relate to others creating empathetic connections, and finally, forge new pathways, thus fulfilling the transformative design of GCE. In this process, the authors consider that the role of the teacher should be that of a facilitator who supports students in informed decision-making, problem-solving and autonomous or collaborative work. Teachers should refrain from transmitting to learners what to think, how to feel and how to act. Instead, they should give them opportunities to reflect and share their own point of view, understand and discuss complex issues, as well as to understand their responsibilities, so as to achieve new ways of thinking and acting. In order to do this, teachers should promote a learning environment that is democratic and dialogical, caring and supportive, stimulating and inspiring. They can do this by negotiating on ground rules for interaction, arranging the classroom to allow collaborative work, arranging space for learners to display their work, or letting students select appropriate resources and suggest activities.

It is important to highlight that these pedagogies are not unique to GCE but, used in conjunction with a global perspective, they can advance global understanding while fostering skills such as critical thinking, communication and cooperation. They also enable learners to explore, develop and express their own values and opinions, while listening respectfully to others' viewpoints. All of these competences are related to the goals of EFL learning and are key to living and acting in current globalized societies.

IMPLICATIONS FOR TEACHING AND TEACHER EDUCATION

Teachers are the most influential agents of GCE, determining both the ways and the extent to which it is implemented in classrooms. The present framework may help teachers to define appropriate learning outcomes and to choose activities, approaches, resources and topics that are in line with these outcomes. Furthermore, teachers might feel supported in their task of analyzing the curriculum in a more flexible way, in particular the EFL curriculum, concluding that integrating GCE in their daily work does not require them to be experts on global issues, neither should it mean profound changes in syllabuses and programs of study. GCE entails looking at the contents, objectives, methodology, activities and assessment instruments teachers already use with fresh eyes and a new purpose. As stated by Oxfam (2015a, p. 14), "it involves thinking big but starting with small, manageable steps".

Still, it is worth highlighting that this framework is not meant to be prescriptive. As Bamber, Lewin and White (2016, p. 205) sustain "When reified, frameworks tend to become reductive and somewhat hegemonic 'regimes of truth' encouraging an unreflective and performative attitude, antithetical to the deeper intentions of transformative education". Instead, this proposal is to be understood as a guide that still allows for the spontaneous and unanticipated to interrupt the plans and schemes of teaching and learning.

This emphasizes the need to focus on continuing teacher professional development that integrates the "accumulated experiences" of teachers (Parkhouse, Tichnor-Wagner, Cain, & Glazier, 2015), and simultaneously embraces a theoretical dimension on teaching and learning methodologies in and for a

changing world, and a practical dimension that provides opportunities for teachers to collaborate with each other in the design, implementation, and assessment of GCE activities. This could contribute to the education of "worldminded professionals" who understand GCE as a moral obligation for which they themselves are responsible.

DIRECTIONS FOR FUTURE RESEARCH

Despite the increasing attention to GCE as an autonomous field of study, research so far has focused mainly on theorizing the concept. Empirical studies are still somewhat limited, making it essential to invest in research linked to GCE practices that can serve as an inspiration for practitioners. This book, which aims to disseminate "good" teaching and learning practices that have been developed in formal and non-formal educational contexts across the globe, is but one step in that direction. So is the proposed framework. Still,

the constantly changing nature of the GCE field demands the development of better frameworks not only for theory and practice, but also for assessment. Indeed, a key question that stems from the proposal of the pedagogical framework is how to assess students' competences, particularly the ones that are related to attitudes, values and dispositions. To achieve this, participatory assessments might prove useful, such as assignments, observations, and projects. However, the focus of GCE assessment should not be on the outcomes, but on the process of learning, which means that formative assessments should be encouraged over summative assessments.

In short, there is still much work to be done, both in terms of the implementation and assessment of GCE, and as far as teacher education is concerned. Nonetheless, as pointed by Bamber et al. (2018, p. 216), "within education in general, and GCE in particular, enquiry must be kept alive and remain open to new perspectives".

CONCLUSION

In today's world GCE is emerging as a possibility both for the education of engaged and responsible citizens, who can respect others and tackle global issues, and for the development of more democratic and inclusive schools. This means the need for guidelines that can help teachers design and manage the curriculum in a more flexible and appropriate way. The study presented in this chapter addresses this necessity. In fact, up until now very little attention had been devoted to proposing research-led guidelines for carrying out GCE within a specific subject area. Despite its limitations, linked in particular to its small dataset, the study proposes a model for GCE pedagogies that may contribute to supporting EFL teachers and teacher educators in their work, offering possibilities for designing more appropriate curricula and practices that embrace GCE across all levels of education.

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KEY TERMS AND DEFINITIONS

English as a Foreign Language: English instruction that occurs in countries where English is not widely used for communication among the nation. In Portugal, EFL is mandatory for seven years (starting at age 8/9), occupying a prominent space in the curriculum.

Foreign Language Education: The teaching or learning of a nonnative language outside of the environment where it is commonly spoken. A distinction is often made between "foreign" and "second" language education. The latter implies that the learner resides in an environment where the acquired language is spoken.

Global Citizenship Education: An educational perspective that aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, inclusive, and sustainable world.

Global Competence: The set of knowledge, skills, values, and dispositions that will allow an individual to understand and act on issues of global significance.

Globalization: The opening up and coming together of business, trade and economic activities between nations, leading to greater homogenization of fundamental political, ideological, cultural and social aspects of life across different countries of the world. Such processes have been taking place for

a long time but have been accelerated and intensified in the past few decades because of developments in technology.

Grounded Theory: A qualitative research method that uses a systematic set of procedures to develop an inductively derived theory about a phenomenon. The primary objective of grounded theory is to expand upon an explanation of a phenomenon by identifying its key elements, and then categorizing the relationships of those elements in order to propose a theoretical model.

Pedagogical Framework for GCE: A comprehensive set of pedagogical principles that are specified to enable practitioners to integrate GCE in their professional practice and to support teacher education programs.

Pre-Service Teachers: Student teachers without a prior teaching qualification enrolled in a teacher education program in a higher education institution. In Portugal, pre-service teachers are required to complete a professional master's degree (two years after a three-year undergraduate course) to qualify for teaching.

Primary Education: Programs generally designed to give pupils a sound basic education in reading, writing and mathematics, and an elementary understanding of subjects such as history, geography, natural sciences, social sciences, and arts. In Portugal, primary education (also known as the first stage of basic education) corresponds to ISCED level 1 and is aimed for pupils aged 5-10.

Upper Secondary Education: Subject-focused programs designed to prepare pupils for tertiary education, or to provide skills relevant to employment, or both. It usually requires more specialized teachers for each subject area. The end of this level often coincides with the end of compulsory education. In Portugal, upper secondary education corresponds to ISCED level 3 and is aimed for pupils aged 15-18.

ENDNOTES

[1] To maintain anonymity, pre-service teachers' names are pseudonyms.

[2] According to Decree-Law no. 79/2014 of 14 May, professional qualification for teaching in Portugal is only awarded to those who obtain such qualification through a six-semester degree and a subsequent Master's in Teaching with the duration of three or four semesters.

[3] In the second year of their professional master's program, pre-service teachers spend two semesters in a school context where they conduct their practicum. After this period, they must write a practicum report that has a twofold objective: to document their teaching practice, and to present the results of a research project sustained on an intervention with a group of students. The reports are approximately 100 pages long and are written around a specific theme (in this case, both teachers selected GCE as a common thread). In terms of their organization, practicum reports usually start with an introduction, followed by one or two theoretical chapters, and a chapter on methodology describing the aims of the study, the context and the participants, the intervention project and the instruments selected for data collection and analysis. Afterwards, there is a chapter of data analysis and discussion of the results. The reports end with concluding remarks that include a summary of the results of the intervention with a focus on the learning outcomes, the limitations of the study, recommendations for future research and a reflection about the effects of the experience on pre-

service teachers' personal and professional development. For this study, the authors analyzed in more detail the section on methodology, namely the description of the intervention projects, and the section with the concluding remarks, usually written in the form of a personal reflection about the work conducted during the practicum.