



The Journal of Language Teaching and Learning™

2025

Volume 15/Issue 2

Article 10

Reconceptualizing English Teacher Education: A Mixed-Methods Case Study on Global Citizenship as Pedagogical Praxis

Aslı Akyüz, İstanbul Medeniyet University, İstanbul Türkiye,
asli.akyuz@medeniyet.edu.tr

Derin Atay, Bahçeşehir University, İstanbul, Türkiye, derin.atay@bau.edu.tr

Recommended Citations:

APA

Akyüz, A., & Atay, D. (2025). Reconceptualizing English Teacher Education: A Mixed-Methods Case Study on Global Citizenship as Pedagogical Praxis. *The Journal of Language Teaching and Learning*, 15(2), 180-200.

MLA

Akyüz, Aslı, and Derin Atay. "Reconceptualizing English Teacher Education: A Mixed-Methods Case Study on Global Citizenship as Pedagogical Praxis." *The Journal of Language Teaching and Learning*, vol. 15, no. 2, 2025, 180-200.

The JLTL is freely available online at www.jltl.com.tr, with neither subscription nor membership required. Contributors are invited to review the Submission page and manuscript templates at www.jltl.org/Submitonline



As an online journal, the JLTL adopts a green-policy journal. Please print out and copy responsibly.



www.jltl.com.tr

The Journal of Language Teaching and Learning, 2025(2), pp. 180-200

Reconceptualizing English Teacher Education: A Mixed-Methods Case Study on Global Citizenship as Pedagogical Praxis

Aslı Akyüz¹, Derin Atay²

ARTICLE INFO

Article History:

Received 18 Mar 2025

Revisions completed 4 Jun 2025

Online First 30 Jun 2025

Published 30 Jun 2025

Key Words:

Global Citizenship

Global Citizenship Education

English Teacher Education

Sustainable Development Goals

English Language Teaching

ABSTRACT

Global Citizenship Education (GCE) has emerged as a key component in contemporary pedagogical practices, addressing the challenges posed by a globally interconnected world. This longitudinal case study examines the integration of GCE into English teacher education, utilizing the United Nations Sustainable Development Goals (SDGs) as a guiding framework. Through a mixed-methods approach involving 30 pre-service English teachers (PTs), the study reveals that GCE integration through the SDGs significantly enhanced the GC levels of PTs. The shift was evident in their microteaching plan and practices, sparking notable changes in their perceptions regarding the integration of GCE into English Language Teaching (ELT). By positioning GC as pedagogical praxis in the reconceptualization of English teacher education, this inquiry offers valuable insights for teachers, teacher educators, policymakers, and curriculum developers in designing and implementing teacher education programs.

© Association of Applied Linguistics. All rights reserved

¹ Department of Foreign Languages Education, English Language Teaching Program, İstanbul Medeniyet University, İstanbul, Türkiye, asli.akyuz@medeniyet.edu.tr

² Department of Foreign Languages Education, English Language Teaching Program, Bahçeşehir University, İstanbul, Türkiye, derin.atay@bau.edu.tr

Akyüz, A., & Atay, D. (2025). Reconceptualizing English Teacher Education: A Mixed-Methods Case Study on Global Citizenship as Pedagogical Praxis. *The Journal of Language Teaching and Learning*, 15(2), 180-200.

Rapid technological advances have transformed the world into a “global village,” where interconnected economic, ecological, social, political, and cultural systems mean that events occurring in one part of the world affect lives worldwide (Salem, 2013). At this point, GCE has emerged as essential for developing individuals as global citizens who think critically, engage actively, and contribute to a fast-changing, interdependent world, fostering knowledge, skills, and values for participation in a globalized society and for building a fairer, more sustainable world (OXFAM, 2015). Educational settings are now framed as pivotal sites for nurturing GC competencies, where classrooms serve as microcosms for linking contextual realities with transnational challenges (Xu & Stahl, 2022). Acknowledging the shifting educational priorities of the 21st century, English Language Teaching (ELT) pedagogy has been adapting to these trends by reshaping its content and objectives (Salem, 2013). English language instruction is being redefined as a dual-purpose process: language acquisition and critical global engagement with issues that are part of individuals’ lives and of crucial importance for humankind (Osler, 2005). During this shift, English teachers are increasingly seen as agents of change, helping students develop multiple identities (cultural, national, and global) to engage meaningfully with the world (Banks, 2001). This study, therefore, investigates the effects and practical reflections of integrating a GCE program aligned with the SDGs into English teacher education.

1.1. Global Citizenship Education (GCE)

As a key pillar of cross-border educational frameworks, GCE serves as a model for enhancing the acquisition of cognitive, emotional, and ethical traits (UNESCO, 2014a) “to equip learners for critical and active engagement with the challenges and opportunities of life in a fast-changing and interdependent world” (OXFAM, 2015, p. 5). This notion is claimed to be “transformative, developing the knowledge and understanding, skills, values and attitudes that learners need to participate fully in a globalized society and economy and to secure a more just, secure and sustainable world than the

one they have inherited” (OXFAM, 2015, p. 5). In this regard, the GCE paradigm has been integrated into curricula worldwide to cultivate globally competent individuals who are capable of addressing global challenges and contributing to an interconnected world (Dill, 2013; Rapoport, 2010).

Aligned with its overarching objectives, GCE cultivates students’ awareness of transnational concerns and reflective involvement by encouraging the deconstruction of stereotypical perspectives (Schattle, 2008). Concurrently supporting analytical reasoning and a sense of civic accountability, the GCE model instills allegiance to human dignity and civic-minded participation, fortifying students’ recognition and promotion of universal human rights values while embracing the acceptance of identity multiplicity (UNESCO, 2018). This learning model also promotes the advancement of 21st-century skills (P21, 2009), such as creative and analytical problem-solving, empowering youth to address contemporary challenges through informed decision-making and civic action (UNESCO 2014b, 2015). Evidence from empirical investigations into GCE validates its instructional value through strong pedagogical outcomes, reporting its impact on global literacy, skills, and involvement with global issues while also furthering their potential to act as globally aware and ethically engaged individuals (McNaughton, 2014; Yamashita, 2006).

Although the incorporation of GCE yields instructional gains, a significant number of teachers encounter barriers in fully implementing GCE due to gaps in theoretical understanding and practical expertise regarding GCE integration (Bruce et al., 2019; Kim, 2019). Empirical research reveals a positive teacher disposition toward GCE; however, teachers encounter structural and curricular impediments to classroom adoption (Goren & Yemini, 2016; Rapoport, 2010), highlighting the need for comprehensive pedagogical support that incorporates GCE frameworks.

1.2. GCE in English Language Teaching (ELT)

Despite the growing focus on GCE in education, its place within ELT curricula receives limited attention. Recent research reveals promising

results, suggesting that integrating global themes into ELT enhances both linguistic and global competencies, thereby reframing classrooms as critical for raising globally oriented citizens. In this regard, Gürsoy's study (2010), embedding environmental themes in English instruction, reported how such content supported students' dual engagement with linguistic competence and ecological sensitivity. Complementary to this, Bickel et al. (2013) highlighted the potential of a youth leadership-based English course that bridged global issues with interpersonal and intercultural connections, promoting value-based language education in the early years. Omidvar and Sukumar's (2013) research also provided evidence that incorporating global issues into the content of an English language teaching syllabus in an intermediate, multilingual, and multicultural conversation class fostered students' higher-order thinking and a sense of responsibility, thereby deepening the transformative potential of ELT in promoting global-mindedness. The study by Pratama and Yuliati (2016) contributes to the discussion on how instruction on global concerns deepens learners' appreciation of cultural diversity and peaceful coexistence. Finally, Fang and Baker's (2018) observation of Chinese students' experiences documented how students with study abroad experiences linked their growth in intercultural sensitivity and GC thinking to their English classroom experiences.

On the other hand, teachers' conceptualizations of GCE in language curricula uncover a more nuanced understanding that embodies a mix of eagerness and concern tempered by pedagogical hesitation (Gürsoy & Sağlam, 2011; Gürsoy & Salı, 2014; Yakovchuk, 2004). In this regard, ELT practitioners express support for the inclusion of GCE into ELT contexts; however, in practice, their motivation is often obstructed by rigid systemic and curricular structures. In line with this, empirical findings from Hosack (2012) and Başarır (2017) in their respective ELT contexts highlight contextually embedded challenges that restrict curricular innovations, such as the assessment-centered ELT system in Japan and form-focused language instruction in Türkiye, ultimately impeding

comprehensive alignment of GCE and ELT. Furthermore, evidence from cross-contextual inquiries (Bruce et al., 2019; Kim, 2019) points to the lack of institutional mechanisms and sustained training in pre- and in-service education to embed GCE implementation. However, as noted by Kysilka (1998), "the entire teacher education process needs to be restructured if we are to have teachers who can operate within a different model of the school curriculum" (p. 208). In this regard, it appears that there is a need to reorient both pre- and in-service teacher education programs to enhance teacher capacity for substantive GCE implementation in EFL contexts (Duarte & Robinson-Jones, 2022).

Although awareness of its value is still growing in the global literature, research on GCE implementation in ELT is relatively unexplored, particularly in EFL contexts. Narrowing down the focus, empirical work addressing teacher candidates and their pedagogical readiness for GCE integration is largely absent in the current scholarship (Arslan & Curle, 2024). At this point, the current inquiry addresses this striking gap by introducing a structured GCE program aligned with the SDGs (Leite, 2021; UN, 2015), which examines the effects of GCE integration in language teacher education, guided by the following research questions:

1. Does participation in the GCE program result in a statistically significant difference in PTs' GC levels?
2. How is the GCE program reflected in PTs' microteaching plans and practices?
3. How do PTs perceive the integration of GC and GCE into English teacher education throughout the GCE program?

2. Methodology

2.1. Research Context and Participant Profile

The present longitudinal case-based investigation was conducted within the ELT department of a higher education institution in Türkiye. Employing both quantitative and

qualitative forms of evidence (Yin, 2003), this inquiry utilized a mixed-methodological approach (Creswell & Plano Clark, 2011). The research involved a group of 30 sophomore Turkish PTs (21 females, nine males), selected through convenience sampling (Fraenkel et al., 2011), all of whom provided informed consent and participated voluntarily. The participants' age profile ranged from 19 to 36 years; however, the documented age span is due to the presence of a single participant at the age of 36. The remaining participants were aged between 19 and 21 years, reflecting homogeneity in the cohort. Prior to the research implementation, PTs reported having received no structured training on microteaching or lesson planning, as well as no curricular exposure to the GCE or SDGs. Accordingly, this intervention served as their first formal and prolonged engagement with GC-oriented instruction and SDG content, enabling the researchers to track their longitudinal development across conceptual and instructional practices.

In alignment with the guidelines set forth by the Council of Higher Education (CoHE), the four-year pre-service teacher education programs in Türkiye generally incorporate a segmented academic structure that integrates modules on content knowledge, educational praxis, methodological approaches, and cultural competencies. The ELT curriculum is primarily designed to provide prospective English teachers with foundational and experiential insights into teaching English as a foreign language. However, this non-curricular intervention was executed independently of curricular integration as a stand-alone pedagogical initiative by the researchers. In this regard, the instructional sessions, organized outside the official course program, were led by the program trainer, who was one of the researchers and had four years of experience in ELT.

Although the researchers' academic interests primarily drove the design and implementation of the program, and these interests were not part of the institutional agenda, the institution provided fertile ground for inquiry-oriented teaching practices. Prior to data collection, the institution involved ensured the availability of research permission alongside operational backing, including the

allocation of classroom facilities and institutional consent for planning extracurricular interventions. The formal permissions obtained by the researchers serve as evidence of an institutional climate that supports experimental pedagogies and globally grounded teaching paradigms. Based on the parameters outlined above, this intervention has the potential for adaptation in related ELT contexts, particularly in those with underdeveloped yet bottom-up, research-informed teaching that is institutionally supported.

2.2. Instruments

The study utilized the Global Citizenship Scale (GCS) (Morais & Ogden, 2010) to find out GC across three dimensions—social responsibility (6 items), global competence (9 items), and global civic engagement (15 items)—using a five-point Likert scale (“strongly disagree” to “strongly agree”), with high reliability ($\alpha = .61-.92$; Spearman-Brown = .91). The scale was used to measure GC levels in the pre-, post-, and delayed phases and GC scores were categorized as high (117+), moderate (85–116), and low (52–84), with 51 as the initial threshold. The microteaching plans developed by PTs operated dually as an instructional scaffold and an empirical resource to facilitate the pedagogical operationalization of SDG-based GCE integration. Semi-structured focus group interviews were conducted in the pre-, post-, and delayed phases with nine volunteers (35–45 minutes each, in Turkish) to track PTs' perceptions and experiences with GCE integration. Field notes, kept by the trainer, documented pedagogical dynamics during microteaching practices and peer feedback with a focus on PTs' instructional tendencies and reflective growth.

2.3. The GCE Program

The 20-week intervention was systematically structured into two interconnected phases, conducted outside the regular course schedule, with a focus on building theoretical knowledge and instructional skills for GCE integration through the SDGs. Guided by a resource pack from Maley and

Peachey (2017), which presents the SDGs as a framework for tackling global challenges, PTs initially participated in 11 weeks of interactive 80-minute sessions, each designed to deepen their understanding of GCE integration. Each session followed a structured format, comprising three interconnected components: a 15-minute introductory phase for warm-up discussions and exploration of key concepts; a 45-minute activity analysis phase, where PTs engaged in problem-solving tasks, collaborative decision-making, and interactive exercises; and a 20-minute microteaching preparation phase, during which PTs worked in groups to design lesson plans incorporating SDGs (Table 1). The weekly sessions included joint in-class exploration of the SDGs, along with an independent assignment to promote ongoing engagement with the SDGs. The SDGs

assigned as take-home tasks were as follows: *Zero Hunger, Quality Education, Clean Water and Sanitation, Decent Work and Economic Growth, Reduced Inequalities, Responsible Consumption and Production, Life Below Water, and Peace, Justice, and Strong Institutions*. The sessions were also carefully aligned with thematic elements from the Turkish Ministry of National Education (MoNE, 2018a, 2018b) curriculum to ensure national educational objectives were met. For instance, during phase 1, Week 3 focused on *No Poverty* and *Zero Hunger*, framed around the theme of *Friendship*, encouraging PTs to critically reflect on global inequalities. The subsequent weeks explored themes such as *Human Rights, Psychology, and Technology*, incorporating SDGs like *Good Health and Well-Being, Gender Equality, and Clean Water and Sanitation*.

Table 1
Time Allocation in 80-Minute Session

Session Phase	Duration	Session Objectives
Introduction	15 Min.	<i>Conceptual Learning:</i> To activate the PTs' prior knowledge regarding the SDG in focus
Activity Analysis and Discussion	45 Min.	<i>Interactive Engagement:</i> To familiarize the PTs with the sample activities about integrating SDGs into ELT
Lesson Planning for Microteaching	20 Min.	<i>Practical Application:</i> To engage PTs in designing microteaching plans for hypothetical classroom contexts using the SDG of the week

The program was designed to align Phase 1 activities with GCS dimensions—Social Responsibility, Global Competence, and Global Civic Engagement—to develop PTs' GC levels through diverse tasks, SDGs, and MoNE themes (Figure 1). In Week 1, the trainer introduced activities linking ELT objectives to global issues, demonstrated material adaptation for different proficiency levels, and designed follow-up tasks using samples from the resource pack. From Week 2 onward, the training sessions adhered to a consistent format, striking a balance between conceptual learning, interactive engagement, and practical application. In phase 1, *Social Responsibility*, emphasizing a moral obligation to address global challenges, was evident in several sessions. For example, during Week 3, PTs covered

poverty and hunger, reflecting on global inequalities and proposing active initiatives. Similarly, Week 4 explored health literacy and inclusive education, highlighting responsibilities for well-being and equity. Week 5 explored gender roles and sanitation issues, highlighting the need for equal access to resources. Week 10 focused on biodiversity and justice, suggesting responsibility for a sustainable environment and inclusive governance. All these sessions targeted an increase in *Global Competence* through various tasks. Week 2 marked the initiation of SDG incorporation into lesson planning, demonstrating the relevance of global issues in ELT. Weeks 6, 7, and 8 sequentially examined employment, sustainable energy, and consumption patterns, enabling PTs to critically evaluate various issues and formulate effective

solutions. The final dimension, *Global Civic Engagement*, was markedly apparent in Weeks 9 through 11. Week 9 targeted efforts for climate and marine resources, while Week 11 focused on *Partnership for the Goals* by engaging PTs to reflect

and collaborate on strategies for sustainable development. Throughout Weeks 3 to 10, the microteaching sessions enabled the PTs to deliver SDG-based lessons collaboratively, promoting their active participation in addressing global issues.

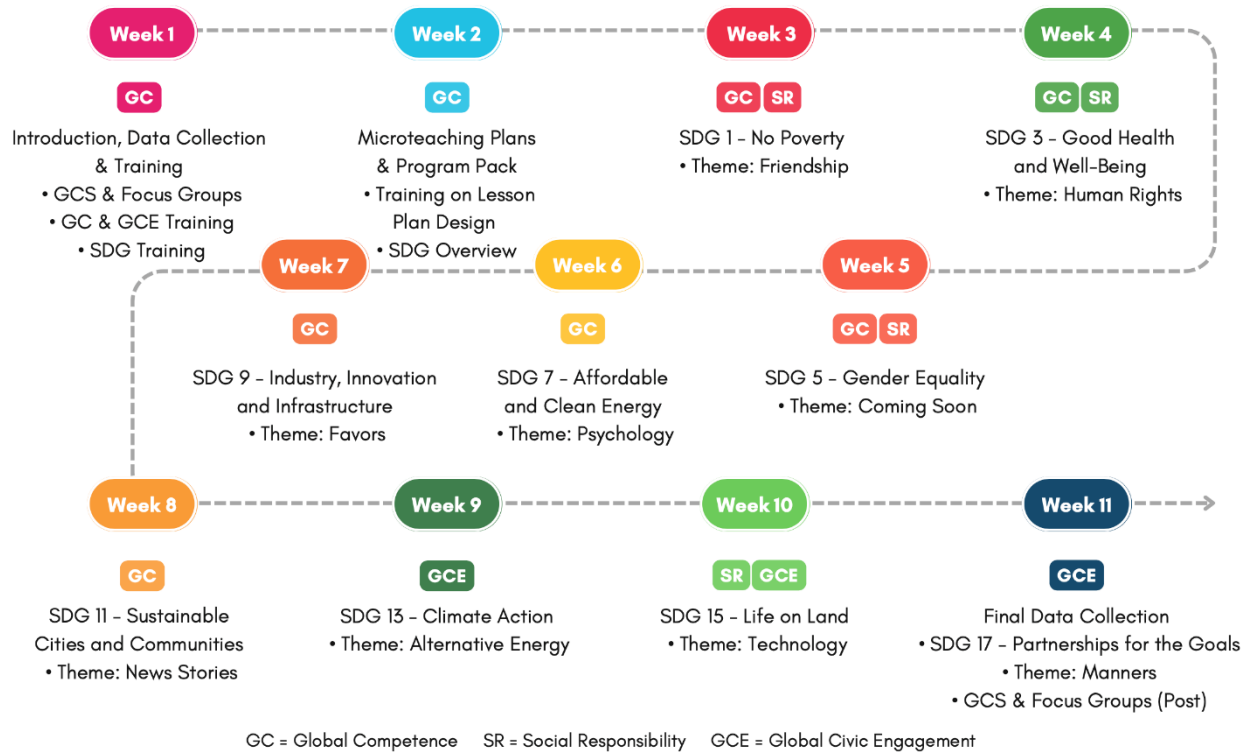


Figure 1
Phase 1: Integrating GCE into English language teacher education through the SDG framework

Phase 2, spanning nine weeks (Figure 2), was framed around the practical implementation of the theoretical concepts introduced in Phase 1. Week 1 began with a review of the concepts; the PTs studied an exemplary microteaching plan in Week 2 to refine their understanding of lesson planning. Weeks 3 to 5 focused on group-based microteaching sessions, where PTs worked collaboratively on plans and received tailored guidance from the trainer on designing age-appropriate and context-relevant tasks. Week 6 functioned as a pedagogical transition, guiding PTs from group-based collaboration toward individual practice while enhancing lesson creativity through technology integration. In Week 6, the trainer demonstrated

EdTech tools to enhance the PTs' instructional creativity and student engagement skills. Following the group-based microteaching sessions, the PTs progressed to pair and individual microteaching sessions in weeks 7, 8, and 9. In Phase 2, *Social Responsibility* was promoted through activities that encouraged the PTs to critically evaluate social justice issues. For instance, in weeks 3 to 5, the PTs collaboratively developed plans integrating SDGs (e.g., *No Poverty*, *Gender Equality*, and *Reduced Inequalities*), addressing societal concerns in their plans and microteaching sessions. Besides, *Global Competence* was central to the sessions, facilitating decision-making and problem-solving skills. PTs incorporated SDGs, such as Sustainable Cities and

Communities and Clean Energy, into their plans, enabling them to conduct critical evaluations and adapt teaching materials accordingly. Finally, activities combining language practices with active citizenship targeted *Global Civic Engagement*. For

instance, PTs worked on plans focusing on SDGs such as Life Below Water and Life on Land, integrating tasks that require collaborative civic action.



Figure 2
Phase 2: Holistic integration of SDG themes through weekly microteaching activities

2.4. Data Analysis

The study employed quantitative and qualitative methods for analysis. Quantitative data, including the scale (GCS) scores, were analyzed using SPSS 24.0, with descriptive and inferential statistics, and Cohen's *ds* calculated for effect size (Thalheimer & Cook, 2002). Qualitative data gathered from interviews, lesson plans, and field notes were analyzed using pattern coding to extract recurring themes, as suggested by Miles and Huberman (1994). The reliability coefficient was validated at .93 (Merriam, 2009). To establish credibility and trustworthiness, the researchers

employed additional procedures, including expert reviews, respondent validation, and member checking (Creswell, 2012; Janesick, 2000).

3. Findings

RQ1: Changes in GC Levels Following the GCE Program

A comparative analysis of pre- and post-GCS scores was conducted to assess the effect of the GCE program. The Shapiro-Wilk Test confirmed data normality ($p > .05$), allowing paired samples t-tests with no significant outliers detected. Results

showed a significant improvement in GC levels after the program ($t(29) = -8.81, p < .05$) with a very large effect size (Cohen's $d = 1.38$), confirming the program's positive effect. Similarly, post- and

delayed-GCS scores were compared, revealing a significant difference ($t(29) = -8.93, p < .05$) with a large effect size (Cohen's $d = .8$), indicating the program's sustained effect (Table 2):

Table 2
GCS Paired Sample T-Test Statistics ($n=30$)

Phase	GCS Scores	Mean	SD	T	Df	P	Cohen's d
Phase 1	Pre	96.10	14.237				
	Post	113.83	11.826	-8.81	29	.000*	1.38
Phase 2	Post	113.83	11.826				
	Delayed	123.53	12.960	-8.93	29	.000*	.8

* $p < .05$

Paired samples t-tests, performed after both phases, assessed gains in each sub-scale separately- *Social Responsibility*, *Global Competence*, and *Global Civic Engagement*- as shown in Table 3, enabling a

nuanced examination of the pedagogical effect yielded by the intervention in advancing targeted learning domains:

Table 3
Sub-Scale Score Variations across Testing Phases ($n=30$)

Sub-Scales	T-tests	Mean	SD	T	Df	P	Cohen's d
Social Responsibility	Pre	22.60	3.87				
	Post	25.80	3.25	-6.21	29	.000*	.91
	Post	25.80	3.25				
	Delayed	27.73	2.18	-5.00	29	.000*	.71
Global Competence	Pre	30.73	5.59				
	Post	34.10	4.76	-4.28	29	.000*	.66
	Post	34.10	4.76				
	Delayed	36.37	5.34	-5.74	29	.000*	.46
Global Civic Engagement	Pre	42.77	10.33				
	Post	53.93	6.80	-8.45	29	.000*	1.3
	Post	53.93	6.80				
	Delayed	59.43	7.71	-6.93	29	.000*	.77

* $p < .05$

Table 3 highlights statistically significant differences between pre- and post-GCS scores across all sub-scales ($p < .05$), indicating the program's substantial impact. The program had a very large effect on *Global Civic Engagement* and *Social Responsibility* and a medium effect on *Global Competence* (Cohen's d). Similarly, post- and

delayed-GCS scores showed statistically significant differences across all sub-scales ($p < .05$), with a large effect on delayed *Global Civic Engagement* and medium effects on *Social Responsibility* and *Global Competence* (Cohen's d). Further focus area analyses within each sub-scale are detailed in Table 4:

Table 4
Sub-Scale Focus Variations across Testing Phases ($n=30$)

Sub-Scales	Sub-Scale Focuses	T-tests	Mean	SD	T	Df	P	Cohen's d
Social Responsibility	Global Justice and Disparities	Pre	18.70	3.75				
		Post	21.60	3.02	-6.23	29	.000*	.87
		Post	21.60	3.02				
		Delayed	23.30	1.99	-4.77	29	.000*	.68
	Altruism and Empathy	Pre	3.90	1.03				
		Post	4.20	1.00	-2.76	29	.010*	.3
		Post	4.20	1.00				
		Delayed	4.43	0.77	-2.54	29	.017*	.27
Global Competence	Self-Awareness	Pre	10.13	2.33				
		Post	11.40	2.04	-3.36	29	.002*	.59
		Post	11.40	2.04				
		Delayed	12.70	2.24	-3.16	29	.004*	.32
	Intercultural Communication	Pre	10.97	2.47				
		Post	11.77	2.19	-2.85	29	.008*	.35
		Post	11.77	2.19				
		Delayed	12.43	2.13	-3.81	29	.001*	.31
	Global Knowledge	Pre	9.63	2.55				
		Post	10.93	1.80	-3.13	29	.004*	.6
		Post	10.93	1.80				
		Delayed	11.87	1.99	-5.41	29	.000*	.5
Global Civic Engagement	Involvement in Civic Organizations	Pre	22.77	7.06				
		Post	28.93	4.07	-6.85	29	.000*	1.09
		Post	28.93	4.07				
		Delayed	31.77	4.33	-6.44	29	.000*	.69
	Political Voice	Pre	10.33	3.38				
		Post	13.17	2.87	-6.13	29	.000*	.92
		Post	13.17	2.87	-5.07	29	.000*	.61
		Delayed	14.90	2.89				
	Glocal Civic Activism	Pre	9.67	2.29				
		Post	11.83	1.88	-5.29	29	.000*	1.05
		Post	11.83	1.88				
		Delayed	12.77	1.68	-4.73	29	.000*	.53

* $p < .05$

Statistically significant differences were observed across all areas in pre- and post-GCS scores ($p < .05$), demonstrating the program's effect on PTs' *Global Competence*. Large effects were observed in *Global Justice and Disparities*, *Involvement in Civic Organizations*, *Political Voice*, and *Glocal Civic Activism*; medium effects in *Self-Awareness* and *Global Knowledge*; and small effects in *Altruism*, *Empathy*, and *Intercultural Communication* (Cohen's

d). Delayed test results showed sustained gains with medium and small effects.

Additionally, descriptive statistics (Table 5) indicated a notable shift in PTs' GC levels post-program, with increased frequencies and percentages observed in the moderate (85-116) and high (117+) categories. This distribution highlights the program's positive impact on PTs' GC development, as PTs surpassed the initial threshold

of 51, demonstrating significant overall growth in their GC competencies over time:

Table 5
GC Levels of PTs

Levels	Pre-GCS		Post-GCS		Delayed-GCS	
	P	F	P	F	P	F
Low	23%	7	0%	0	0%	0
Moderate	70%	21	50%	15	23%	7
High	7%	2	50%	15	77%	23
Total	100%	30	100%	30	100%	30

RQ2. GCE Program's Reflections on Microteaching Plans and Practices

3.1. Activity Types and Skill Selection

The data analysis indicated that the majority of the PT groups opted to integrate the SDGs, using listening as the initial medium, and then progressed to reading. Speaking tasks were employed in cases where the PTs had prior knowledge of the topic; on the other hand, writing tasks received minimal preference, with the rationale for this avoidance being unclear. For instance, the microteaching plans for the goals “No Poverty” and “Zero Hunger” included a discussion activity where one group had students read an extract titled “What are some negative descriptions of poverty?” and engage in a for-and-against debate. During the week on “Quality Education,” another group distributed a text titled “Right to Education” and asked PTs to prepare comprehension check questions. Written production tasks appeared infrequently; still, a representative instance featured the integration of the SDG “Responsible Consumption and Production” through a UN-produced video resource. As a post-viewing task based on “All Abroad for Global Goals: Thomas & Friends,” students were assigned to generate a fictional news report grounded in the video narrative, supporting their critical reflection and structured articulation of their insights.

3.2. Theme Relevance and SDG Integration

Based on PTs’ reflections, the analysis showed varying levels of perceived thematic relevance in integrating MoNE themes with SDGs. PTs effectively aligned themes like “Friendship” and “Human Rights” with ten goals (e.g., *No Poverty*, *Quality Education*) of high relevance. Three SDGs (e.g., *Decent Work and Economic Growth*, *Life on Land*) were incorporated to a moderate extent through MoNE themes such as “Psychology” and “Technology.” Instructional tasks for the four goals (e.g., *Gender Equality*, *Climate Action*) were planned with limited thematic coherence with the themes, such as “Psychology” and “Alternative Energy.” For instance, in Week 4, the SDGs included “Good Health and Well-being,” while the theme focused on “Human Rights.” One group designed a listening activity to introduce this goal, instructing students through a UN video clip that presents the goal. The task was note-taking, helping understand the connection between health and human rights, an activity designed by one of the PTs, who reflected:

“The given theme was ‘Human Rights,’ and we had to match it with the goal of Good Health and Well-being. This was easier since it is already one of the basic human rights. Focusing on more relevant goals or excluding some altogether helps in planning.” (P7)

3.3. Evaluation of SDG Integration

Regarding the integration of the SDGs into foreign language instruction, the PTs found eight of

the goals easy to integrate (e.g., *No Poverty, Good Health and Well-being, Gender Equality*). Four specific goals (e.g., *Quality Education, Climate Action*) were identified as posing moderate challenges to integration. Five of the goals (e.g., *Affordable and Clean Energy, Peace, Justice, and Strong Institutions*), on the other hand, were described as complex to incorporate for PTs as they lack sufficient knowledge to deal with the topics as teachers. For instance, Week 6 explored the goal of “*Affordable and Clean Energy*” with the theme “*Psychology*.” Upon reviewing the plans, it was clear that only one group linked the goal to the theme, while the other five, finding the theme irrelevant, created activities unrelated to *Psychology*. PTs’ reflective responses revealed that two groups were dissatisfied with addressing the goal, citing unfamiliarity with key terms, which hindered their ability to integrate the goal meaningfully into the language classroom, as noted in one of the microteaching plans:

“Here are several concepts and definitions that we find challenging to understand; I may never have used these words in a sentence throughout my life. [...] We understand how tedious this can be for potential students, but upon recognizing our own gaps, we agreed that reading would be the most effective way to provide meaningful input and support student comprehension.” (P21)

3.4. PTs’ Professional Growth

PTs’ reflective commentaries indicated that they firmly acknowledged the integration of the GCE into the teacher education program as an enrichment of their pedagogical advancement, enabling them to understand GC as integral to ELT practices. This perspective is evidenced in the following excerpt:

“Before this program, I was unsure about how to incorporate such themes into English teaching; however, I now feel more confident in selecting relevant materials and activities that not only teach language skills but also encourage students to engage with real-world issues. I feel more equipped to design

lessons that promote critical thinking and social responsibility.” (P6)

3.5. Bridging ELT and Global Citizenship

PTs regarded the GCE program as a supportive structure for expanding their knowledge and awareness of GC principles in integration into language instruction, equipping them to navigate global concerns through pedagogical strategies during their forthcoming careers as ELT teachers:

“The program changed the way I view my teaching career. It made me realize the importance of my role in bringing global perspectives into my classroom. Now, I see that teaching English is not just about the subject matter; when used as a tool for communication, collaboration, and social change, it becomes a powerful force in my hands.” (P12)

3.6. Practicality of Activities for Classroom Use

Considering the feasibility of the planned activities in real-life teaching environments, PTs’ microteaching plans provided evidence of PTs’ ability to construct interactive, well-structured, and appropriately timed tasks. Nevertheless, PTs often overlooked authentic classroom dynamics, with a tendency to expect consistent student engagement and behavior, which may not align with typical classroom dynamics:

“Many overlooked the realities of classroom settings. Some activities expected student engagement that may not always be feasible due to classroom dynamics and time limits. Moving forward, I would encourage PTs to test their activities in real classroom scenarios, reflecting on how they could adapt them to meet diverse student needs and more realistically fit within the typical lesson structure.” (Trainer Reflections)

3.5. Material and Teaching Aid Selection

As revealed by the plan analysis, PTs implemented pedagogical resources and instructional tools consistent with the SDGs and various learning styles, particularly employing multimodal materials that included visual cues,

dynamic illustrations, and realia. PTs also utilized conventional (e.g., PowerPoint) and contemporary digital resources (e.g., Educaplay, TikTok), evidencing the technological pedagogical flexibility of GCE integration. On the other hand, their tendency to overuse tech-based solutions at times failed to consider possible systemic barriers that reduce tool efficiency, as documented in the trainer's account:

"PTs demonstrated successful practices using aids that support integration. However, there was a tendency to overuse visual and EdTech tools. Adopting a more balanced approach to technology use could be beneficial." (Trainer Reflections)

3.7. Peer Feedback and Collaborative Learning

Analyzing peer feedback exchanged among PTs revealed the pedagogical value of social engagement in knowledge construction. At this point, PTs contributed reflective and developmental insights on verbal and non-verbal presentation skills (e.g., enthusiasm, voice projection, body language) and instructional materials (e.g., relevance, learner engagement), leading to enhanced participation, peer learning, and pedagogical growth. The observational entry by the trainer highlights this dynamic:

"Peer feedback was important, fostering shared responsibility for the whole procedure. Some were hesitant, likely due to inexperience. In the following sessions, giving and receiving feedback encouraged more open discussions. [...] Group work also enabled them to explore different perspectives and teaching methods, supporting their growth." (Trainer Reflections)

RQ3. Changes in Perceptions of GC and GCE Integration in ELT

3.8. Evolving Understanding of GC

In the initial phase of the GCE program, participants had difficulty articulating the concept of GC, typically providing vague or partial

definitions. Upon completion of the intervention, PTs' conceptual grasp of GC showed substantial growth across the precision, elaboration, and volume of their responses. In discussing the topic, one PT responded:

"Being a global citizen means recognizing one's role and potential, as well as responsibilities, not only within our own country but also in the broader global community. It necessitates substantial effort to tackle global issues, promote awareness, and act in the best interest of humanity. This journey requires being informed, being aware, and, most importantly, actively participating in actions that can create changes on both local and global levels." (P11)

3.9. Expanded Characteristics of a Global Citizen

Prior to intervention, PTs formulated limited definitions of GC using basic or narrow descriptors such as helpful, sensitive, and fair. The follow-up interviews reflected an enriched set of GC-related lexicon, with frequent reference to traits such as creative, flexible, tolerant, dedicated, and critical, reflecting a more comprehensive and nuanced understanding of GC:

"[...] Just being aware of the world does not make you a global citizen. It goes beyond mere awareness; it necessitates active engagement with society, understanding your role within it, and taking responsible action. It requires qualities such as being open-minded, tolerant, respectful, proactive, and responsive. I refer to the traits that promote thoughtful and critical engagement with the world." (P27)

3.10. Transformation in Self-Perception as a Global Citizen

When the PTs were initially asked whether they positioned themselves as global citizens or not, they reported diverse responses during the pre-interviews. Post-interview data, however, showed that the entire cohort of PTs unanimously embraced a global citizenship identity; even those with early skepticism toward GC reflected a reorientation in

their identity perception, as evidenced by the following excerpt:

"You may remember that I once told you it is not the teacher's job to deal with global issues, but now I see our potential. I cannot believe I labeled such an essential matter unimportant, unnecessary, and time-consuming. You should be pleased to hear that you changed my mind." (P7)

3.11. Final Acknowledgment of GC

Despite initial consensus on the significance of the GC, a pair of PTs expressed doubts. Nevertheless, as a result of the program, the dissenting voices of these two participants recognized and articulated the critical importance of embodying a GC identity:

"When you are a global citizen, you consider the world a whole. [...] GC refers to an awareness of the world and a good sense of one's role in the community. That is, you challenge your identity and become more aware of yourself, and while doing so, your identity and role in society as a member gets sharpened and strengthened." (P3)

3.12. Teachability of GC

Initially, the PTs depicted GC as an innate tendency, classifying it as instinctive while simultaneously affirming its pedagogical potential. In contrast to their initial considerations, the post-interview data revealed that PTs endorsed its instructional viability by refuting the notion of GC as a natural predisposition, as articulated in the excerpt below:

"Initially, I believed that global citizenship was an innate quality rather than something that could be taught. However, I now recognize it as a skill that can be developed through education and training. It requires several components, including sharing information, raising awareness, and creating opportunities for students to apply their learning in real-world contexts. [...] Facts may be forgotten or overlooked over time, but lessons from experience

endure. [...] When we can activate students' potential as global citizens, we must harness it at every possible level." (P7)

3.13. Role of English Teachers in Promoting GC

Based on the perspectives of the PTs regarding the role of English teachers in advancing GC competencies, the entire group jointly acknowledged English teachers as essential agents in this transformative framework. They emphasized concrete instructional practices centered on global issues and multicultural resources as pedagogical contributions to support GC development, as reported by one of the PTs:

"Reflecting on my own experience here, I recognize the potential of an English teacher, whose role goes beyond language instruction. In fact, this is one of the key lessons we learn in our undergraduate program. We understand that our students also gain insights into the customs, traditions, and social norms of different cultures. [...] By focusing on global topics, we can invite students to engage in meaningful discussions. We can promote critical thinking and foster greater awareness of the issues the world is facing." (P12)

3.14. Impact of the Program on GC Development

The PTs' reflections during the post-interviews confirmed that the SDG-based GCE program resulted in a notable growth in their GC competencies. At this point, collectively, they noted that the intervention enriched their conceptual understanding, reflective capacity, and proactive stance:

"Had it not been for this training, I might never have had the opportunity to truly reflect on my full potential and transform myself into a global citizen. However, I now feel the need for urgency to act. There is an undeniable sense of fulfillment that comes with it, making you feel important in the world. You realize that even with your smaller efforts, you can make a meaningful difference in the world." (P27)

3.15. Integration of GCE in ELT

Reflecting on their personal experiences as language learners, the PTs viewed the instructional content in ELT as appropriate for incorporating global values. This stance is captured in the following participant account:

“Unfortunately, in Türkiye, teachers who study or graduate from universities often lack adequate knowledge, awareness, or the ability to act on global issues, as there is little effort to address this in our programs. [...] Language teachers act as disseminators of information about the world, serving as carriers of content. We need comprehensive training in global issues. [...] The goals remain valid until 2030, making them relevant and potentially applicable to language and language teacher education in the coming decade, as I don’t believe all the issues we’ve discussed in class will be resolved by that time. Therefore, we still have time to apply this content to enhance students’ global understanding.” (P3)

3.16. Content Knowledge (CK) Enhancement

The PTs agreed with the idea that involvement in the GCE program deepened their linguistic competencies, underscoring the relevance of revisiting grammar and vocabulary knowledge throughout the instructional planning and microteaching phases:

“I ensure that my knowledge and speech are always appropriate and grammatically correct for plans and practices. I always consult relevant resources to review my grammar and pronunciation, ensuring I avoid teaching anything inaccurately. [...] This process has made me realize that being an English teacher is an evolving journey, not just about teaching, but also about ongoing self-evaluation and professional growth; you must always remain engaged and relevant.” (P21)

3.17. Improvement in Pedagogical Content Knowledge (PCK)

The PTs also stated that the micro-lesson implementation phase substantially contributed to their pedagogy and subject knowledge, with the design and delivery of lessons operating as developmental opportunities for strengthening their pedagogical proficiency as prospective teachers:

“As a group, we engaged in both content and pedagogical planning, which required us to carefully consider what to teach and how to deliver it effectively. While planning, we considered various factors, including students’ background knowledge, their levels, and ages. [...] These highlighted areas where we need improvement and helped us design engaging activities to address relevant matters. We encountered some barriers and worked hard to refine our plans accordingly to enhance the overall instructional quality.” (P12)

3.18. Technological Pedagogical Content Knowledge (TPACK) Development

In spite of the absence of an explicit emphasis on TPACK growth, the PTs, however, noted enhanced competence in their combined use of pedagogy, content, and technology following their involvement in the GCE program, as evidenced in participant accounts:

“As you have told us, among the fundamental types of knowledge required for teachers, TPACK is a key aspect that effective teaching necessitates. It pertains to understanding how to incorporate technological tools into our English language instruction. Considering the list of suggested tools, I was pleased with the variety of options available. [...] I appreciated the tools provided, and I would like to integrate some additional resources into my teaching to ensure they best align with the lesson content I aim to deliver.” (P16)

3.19. Benefits of Collaboration

Following the completion of the GCE program, the PTs identified the pedagogical value of collaborative work, acknowledging that the circulation of perspectives substantially contributed to their emerging professional identity. The excerpt below illustrates this perspective:

“We are different from each other, but during the training, we worked together and shared ideas, which helped us significantly, especially when some understood concepts we did not. Sharing was valuable. I enjoyed group and pair work during the program.” (P12)

4. Discussion and Conclusion

The research aimed to explore the effects of the integration of GCE into English Teacher education pedagogy through the SDGs. Of its core objectives, this inquiry initially aimed to investigate whether such a program created a significant difference in the PTs’ levels of GC. In this respect, as reported in the findings, notable gains in GC levels of PTs become evident, echoing previous research (Myers & Zaman, 2009; Johnson et al., 2011), which reinforces the pedagogical value of GCE as a means to promote analytical and civic competencies. In terms of GCS sub-scales, the gains in PTs are also noteworthy, with a significant impact on *Social Responsibility*, which aligns with earlier conclusions (Bickel et al., 2013; Niens et al., 2013), underscoring how GC integration fosters reflexivity, ethical reasoning, and civic participation. Considering *Global Competence*, an improved understanding of global issues and socio-political and environmental contexts is revealed among the gains of PTs (Johnson et al., 2011; McNaughton, 2014). Regarding *Global Civic Engagement*, with the findings, it becomes evident that the GCE resulted in heightened interest in participating in public and community engagement. In this regard, the current study echoes the findings of Law (2009) and Bickel et al. (2013), who reported participants’ willingness and the enhancement of their understanding of key concepts, including youth engagement, social

responsibility, identity, and community leadership, within GCE-based frameworks. In addition to the sub-scales, the results also documented gains in lower-level areas (e.g., *Global Justice*, *Involvement in Civic Organizations*, *Political Voice*, and *Intercultural Communication*), as reflected in a spectrum of effect sizes (Cohen’s *ds*). In conclusion, the findings reveal the effectiveness of integrating GCE into English teacher education pedagogy through the SDGs, resulting in statistically significant gains in their GC levels. Therefore, it can be concluded that SDG-based GCE can function as a viable model for GC-focused pre-service curricula and instructional planning in ELT.

The second research question targeted the exploration of how the GCE program was reflected in PTs’ microteaching plans and practices. As evidenced by the microteaching lesson plans, it appears that teacher candidates predominantly used receptive skills when incorporating SDGs, prioritizing a comfort-zone approach to content selection in ELT, with minimal emphasis on output-focused tasks. Besides, despite being able to contextualize SDGs within MoNE themes, PTs faced difficulties when working with unfamiliar or abstract topics. With these tendencies, PTs’ cautious approach becomes evident in the integration of productive skills and critical task design, necessitating explicit training in more cognitively and affectively demanding instructional tasks in teacher education programs. These findings align with the empirical findings from previous research (Başarır, 2017; Yamashita, 2006), which report that many teachers perceive the area of GCE as their least confident area of teaching and feel inadequate under the pressure of having to be knowledgeable in all aspects. Therefore, as stated by Yakovchuk (2004) and Jing (2013), teachers’ lack of instructional confidence and conceptual familiarity in teaching also necessitates GCE-focused professional development to raise globally competent teachers. Additionally, throughout the training process, PTs employed a pragmatic use of both authentic and instructional materials, even in the absence of formal GCE content. This finding deviates from earlier findings (Appleyard & McLean, 2011) that report teachers’ demand for curated GCE resources.

Therefore, the findings of the current research challenge the assumption that GCE integration requires pre-designed curricular alignment. Furthermore, although not initially emphasized, PTs recognized the value of peer collaboration and the use of technology, which fostered mutual scaffolding as a compensatory mechanism when individual competence is limited. At this point, it becomes evident that PTs can constructively integrate GCE into their instructional design, adopting technology integration and cooperative approaches, while occasional uncertainties, such as content knowledge, remain a barrier at times.

Grounded in the data obtained from the semi-structured interviews, the third research question revealed changes in PTs' perceptions of the GC integration into ELT before and after the program. Concluding Phase 1, PTs could articulate clear definitions of GC that are consistent with scholarly perspectives (Andreotti, 2006; Myers & Zaman, 2009) and previous research (Başarır, 2017). Accordingly, it can be noted that the PTs' initial limited understanding of GC was likely due to their lack of knowledge of the relevant concepts. Therefore, this conceptual alignment suggests the potential of the GCE program to help PTs reinterpret their own beliefs and understandings of the concepts GC and GCE. Additionally, the program enabled PTs to reassess their understanding of GC and increase awareness of its characteristics (Niens & Reilly, 2012). These correspond with the findings of the previous research (Harshman & Augustine, 2013; Niens et al., 2013), which proposes that GCE programs enhance teachers' global mindsets and curriculum responsiveness to global issues (Lima & Brown, 2007). Prior to the intervention, PTs perceived GC as a pedagogical challenge; following the program, they reconceptualized it as a lifelong education-rooted disposition, drawing on its teachability (Myers, 2008). Furthermore, PTs framed ELT practitioners as transformative agents who promote the development of pluralistic identities and civic awareness (Banks, 2001; Lim, 2008), imparting a sociopolitical dimension to language education through GCE content. Beyond that, PTs expressed their appreciation for the program, noting that this

was their first experience with GCE. This finding aligns with the results of prior studies, which document teachers' receptiveness to GCE-tailored curricula in teacher education, and also aligns with prior research emphasizing the value of GCE integration (Arslan & Curle, 2024; Duarte & Robinson-Jones, 2022). On the other hand, throughout Phase 2, PTs acknowledged gains in CK, with a focus on linguistic and globally oriented conceptual domains, deepening their instructional content repertoire. They, in addition, reported improvements in PCK through hands-on experience in lesson planning and microteaching sessions, which enabled them to integrate theory with practice. Additionally, PTs' TPACK was reported to become more robust, thereby facilitating more coherent instructional practices, while peer interaction nurtured collaborative dialogue. At this point, it can be marked that GCE is central, rather than peripheral, within ELT curricula, as it enhances content mastery, pedagogical expertise, technology integration, and collaborative capacity.

Ultimately, by positioning GC as a pedagogical praxis in the reconceptualization of English teacher education, this inquiry offers valuable insights for those involved in designing and implementing teacher education programs. For ELT practitioners, it is advisable that language instruction grounded in global content foster the development of globally minded attitudes and pedagogical values, with minimal reliance on new resources or digital technologies. In this regard, by foregrounding GCE in classroom instruction, language teachers can provide context-rich educational experiences rooted in global developmental objectives. On the other hand, policy-level stakeholders are advised to invest in designing progressive GC curricula that nurture transversal competencies, such as creativity, knowledge, and 21st-century skills. Furthermore, this research advocates for the integration of GCE as a cross-program teacher training thread rather than treating it as a stand-alone course, thereby contributing to teachers' cognitive, affective, and behavioral competencies in teaching. Finally, this empirical investigation points to the need for teacher educators who embody the

principles of GC and focus on concrete ways of targeted planning and curriculum structured around GCE.

Disclosure Statement

The authors report that there are no competing interests to declare.

Acknowledgments

We thank all participants for their dedication and commitment.

This article is a version of the first author's M.A. thesis, advised by the second author.

References

- Andreotti, V. (2006). Soft versus critical global citizenship education. *Policy & Practice: A Development Education Review*, 3, 40–51.
- Appleyard, N., & McLean, L. R. (2011). Expecting the exceptional: Pre-service professional development in global citizenship education. *International Journal of Progressive Education*, 7(2), 6–32.
- Arslan, S., & Curle, S. (2024). Institutionalising English as a foreign language teachers for global sustainability: Perceptions of education for sustainable development in Turkey. *International Journal of Educational Research*, 125(1). <https://doi.org/10.1016/j.ijer.2024.102353>
- Banks, J. A. (2001). Citizenship education and diversity: Implications for teacher education. *Journal of Teacher Education*, 52(1), 5–16. <https://doi.org/10.1177/0022487101052001002>
- Başarır, F. (2017). Examining the perceptions of English instructors regarding the incorporation of global citizenship education into ELT. *International Journal of Languages' Education and Teaching*, 5(4), 409–425.
- Bickel, B., Shin, J. K., Taylor, J., Faust, H., & Penniston, T. (2013). Learning English internationally while engaging communities locally: Online EFL supporting community learning for young leaders. *TESOL Journal*, 4(3), 439–462. <https://doi.org/10.1002/tesj.93>
- Bruce, J., North, C., & FitzPatrick, J. (2019). Preservice teachers' views of global citizenship and implications for global citizenship education. *Globalisation, Societies and Education*, 17(2), 161–176. <https://doi.org/10.1080/14767724.2018.1558049>
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Sage.
- Dill, J. S. (2013). *The longings and limits of global citizenship education: The moral pedagogy of schooling in a cosmopolitan age*. Routledge. <https://doi.org/10.4324/9780203374665>
- Fang, F. G., & Baker, W. (2018). A more inclusive mind towards the world: English language teaching and study abroad in China from intercultural citizenship and English as a lingua franca perspectives. *Language Teaching Research*, 22(5), 608–624. <https://doi.org/10.1177/1362168817718574>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education*. McGraw-Hill.
- Goren, H., & Yemini, M. (2016). Global citizenship education in context: Teacher perceptions at an international school and a local Israeli school. *Compare: A Journal of Comparative and International Education*, 46(5), 832–853. <https://doi.org/10.1080/03057925.2015.1111752>
- Gürsoy, E. (2010). Implementing environmental education to foreign language teaching to young learners. *Educational Research*, 1(8), 232–238.
- Gürsoy, E. & Sağlam, G. T. (2011). ELT teacher trainees' attitudes towards environmental education and their tendency to use it in the language classroom. *Journal of International Education Research- JIER*, 7(4), 47–52. <https://doi.org/10.19030/jier.v7i4.6046>
- Gürsoy, E. & Salı, P. (2014). A language course within the scheme of socially responsible teaching: ELT trainees' expectations. *Journal of Educational and Social Research*, 4(2), 355–365.
- Harshman, J. R., & Augustine, T. A. (2013). Fostering global citizenship education for teachers through online research. *The Educational Forum*, 77(4), 450–463. <https://doi.org/10.1080/00131725.2013.822040>
- Hosack, I. (2012). Citizenship and language education in Japanese high schools. In P. Cunningham & N. Fretwell (Eds.), *Creating communities: Local, national and global* (pp. 132–144). CiCe.
- Jing, H. (2013). Global awareness: Foreign language teachers' beliefs and practices. *Intercultural Communication Studies*, 22(1), 95–116.
- Johnson, P. R., Boyer, M. A., & Brown, S. W. (2011). Vital interests: Cultivating global competence in the international studies classroom. *Globalisation, Societies and Education*, 9(3-4), 503–519. <https://doi.org/10.1080/14767724.2011.605331>
- Kim, Y. (2019). Global citizenship education in South Korea: Ideologies, inequalities, and teacher voices. *Globalisation, Societies and Education*, 17(2), 177–193. <https://doi.org/10.1080/14767724.2019.1642182>
- Kysilka, M. L. (1998). Understanding integrated curriculum. *The Curriculum Journal*, 9(2), 197–209. <https://doi.org/10.1080/0958517970090206>
- Law, W. W., & Ming Ng, H. (2009). Globalization and multileveled citizenship education: A tale of two Chinese cities: Hong Kong and Shanghai. *The Teachers College Record*, 111(4), 851–892. <https://doi.org/10.1177/016146810911100406>

- Leite, S. (2021). Using the SDGs for global citizenship education: Definitions, challenges, and opportunities. *Globalisation, Societies and Education*, 20(3), 401–413. <https://doi.org/10.1080/14767724.2021.1882957>
- Lim, C. P. (2008). Global citizenship education, school curriculum, and games: Learning Mathematics, English, and Science as a global citizen. *Computers & Education*, 51(3), 1073–1093. <https://doi.org/10.1016/j.compedu.2007.10.005>
- Lima, C. O., & Brown, S. W. (2007). ICT for development: Are Brazilian students well prepared to become global citizens? *Educational Media International*, 44(2), 141–153. <https://doi.org/10.1080/09523980701295141>
- Livingston, K. (2016). Teacher education's role in educational change. *European Journal of Teacher Education*, 39(1), 1–4. <https://doi.org/10.1080/02619768.2016.1135531>
- Maley, A., & Peachey, N. (2017). *Integrating global issues in the creative English language classroom: With reference to the United Nations sustainable development goals*. British Council.
- McNaughton, M. J. (2014). From acting to action: Developing global citizenship through global storylines drama. *The Journal of Environmental Education*, 45(1), 16–36. <https://doi.org/10.1080/00958964.2013.804397>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. Sage.
- Morais, D. B., & Ogden, A. C. (2010). Initial development and validation of the Global Citizenship Scale. *Journal of Studies in International Education*, 15(5), 445–466. <https://doi.org/10.1177/1028315310375308>
- Myers, J. P. (2008). Making sense of a globalizing world: Adolescents' explanatory frameworks for poverty. *Theory & Research in Social Education*, 36(2), 95–123. <https://doi.org/10.1080/00933104.2008.10473368>
- Myers, J. P., & Zaman, H. A. (2009). Negotiating the global and national: Immigrant and dominant culture adolescents' vocabularies of citizenship in a transnational world. *Teachers College Record*, 111(11), 2589–2625. <https://doi.org/10.1177/016146810911101102>
- Niens, U., O'Connor, U., & Smith, A. (2013). Citizenship education in divided societies: Teachers' perspectives in Northern Ireland. *Citizenship Studies*, 17(1), 128–141. <https://doi.org/10.1080/13621025.2012.716214>
- Niens, U., & Reilly, J. (2012). Education for global citizenship in a divided society? Young people's views and experiences. *Comparative Education*, 48(1), 103–118. <https://doi.org/10.1080/03050068.2011.637766>
- Omidvar, R. & Sukumar, B. (2013). The effects of global education in the English language conversation classroom. *English Language Teaching*, 6(7), 151–157. <https://doi.org/10.5539/elt.v6n7p151>
- Osler, A. (2005). Education for democratic citizenship: New challenges in a globalised world. In A. Osler & H. Starkey (Eds.), *Citizenship and language learning: International perspectives* (pp. 3–22). Trentham Books.
- Oxford Committee for Famine Relief (OXFAM). (2015). *Education for global citizenship: A guide for schools*. OXFAM.
- Partnership for 21st Century Skills (P21). (2009). *P21 framework definitions*. Partnership for 21st Century Skills.
- Pratama, H., & Yuliaty. (2016). Global education in English classroom: Integrating global issues into English language teaching. *International Journal of Social Science and Humanity*, 6(9), 719–722. <https://doi.org/10.7763/IJSSH.2016.V6.739>
- Rapoport, A. (2010). We cannot teach what we don't know: Indiana teachers talk about global citizenship education. *Education, Citizenship and Social Justice*, 5(3), 179–190. <https://doi.org/10.1177/1746197910382256>
- Reysen, S., & Katzarska-Miller, I. (2013). A model of global citizenship: Antecedents and outcomes. *International Journal of Psychology*, 48(1), 858–870. <https://doi.org/10.1080/00207594.2012.701749>
- Salem, L. R. (2013). *Incorporating intercultural competence in English language teaching in a Lebanese university intensive English program context: An Action Research Project* [Doctoral dissertation, University of Leicester] University of Leicester.
- Salı, P. & Gürsoy, E. (2014). Evaluation of a language course within the framework of socially responsible teaching. *ELT Research Journal*, 3(3), 140–152.
- Schattle, H. (2008). Education for global citizenship: Illustrations of ideological pluralism and adaptation. *Journal of Political Ideologies*, 13(1), 73–94. <https://doi.org/10.1080/13569310701822263>
- Thalheimer, W., & Cook, S. (2002). *How to calculate effect sizes from published research: A simplified spreadsheet*. Work Learning Research.
- Turkish Ministry of National Education (MoNE). (2018a). *9th- 12th grades English curriculum*. Turkish Ministry of National Education.
- Turkish Ministry of National Education (MoNE). (2018b). *2nd, 3rd, 4th, 5th, 6th, 7th, and 8th grades English curriculum*. Turkish Ministry of National Education.

- United Nations (UN). (2015). *Transforming our world: The 2030 agenda for sustainable development*. United Nations.
- United Nations Educational, Scientific, and Cultural Organization (UNESCO). (2014a). *Global citizenship education: Preparing learning for the challenges of the twenty-first century*. UNESCO.
- United Nations Educational, Scientific, and Cultural Organization (UNESCO). (2014b). *Roadmap for implementing of the Global Action Program on Education for Sustainable Development*. UNESCO.
- United Nations Educational, Scientific, and Cultural Organization (UNESCO). (2015). *Global citizenship education: Topics and learning objectives*. UNESCO.
<https://doi.org/10.54675/DRHC3544>
- United Nations Educational, Scientific, and Cultural Organization (UNESCO). (2018). *Preparing teachers for global citizenship education: A template*. UNESCO.
- Xu, W., & Stahl, G. (2022). Chinese as a Foreign Language (CFL) education and global citizenship: Pedagogical encounters and endangered spaces of possibility. *Globalisation, Societies and Education*, 21(1), 135-147.
<https://doi.org/10.1080/14767724.2022.2026764>
- Yakovchuk, N. (2004). Global issues and global values in foreign language education: Selection and awareness-raising. *ELTED*, 8(1), 28–47.