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# Incorporating global citizenship education into ELT courses: *Perceptions of pre-service teachers*

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# Content

1. Research objectives
2. Background
3. Methodology
4. Results
5. Implications



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## Research objectives

- ◆ Globalization process makes educating students to be global citizens an essential task of educators.
- ◆ Literature on global citizenship education (GCE) from various perspectives and approaches is rich.
- ◆ Thoughts and voices of pre-service teachers who will be the main agents in implementing GCE was under-examined.

-> ***The study aimed at examining:***

- *pre-service teachers' definitions of GCE*
- *their perceived potential approaches and challenges to incorporate GCE into English language teaching programs (ELT)*
- *the perceived impacts of Covid-19 pandemic toward the teaching of GCE*



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# Background

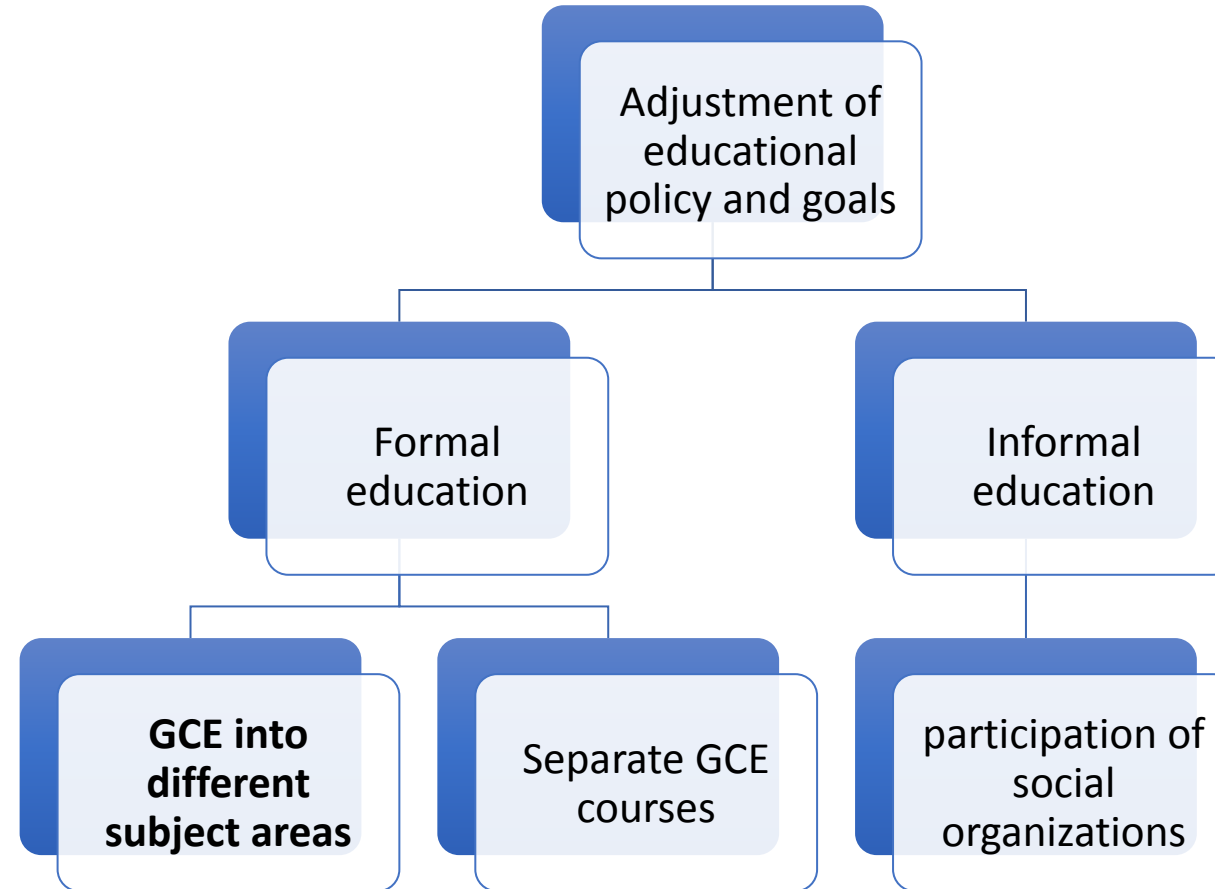
## Construct of GCE

- **UNESCO (2018):** GCE refers to an ethos that includes knowledge of “*global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations*” (p. 2).
- **Oxfam (2006):**
  - *Knowledge and understanding* (social justice and equity, identity and diversity, human rights, etc),
  - *Skills* (critical and creative thinking, cooperation and conflict resolution, communication, etc),
  - *Values and attitudes* (respect for people and human rights, value diversity, concern for the environment and commitment to sustainable development, etc).



# Background

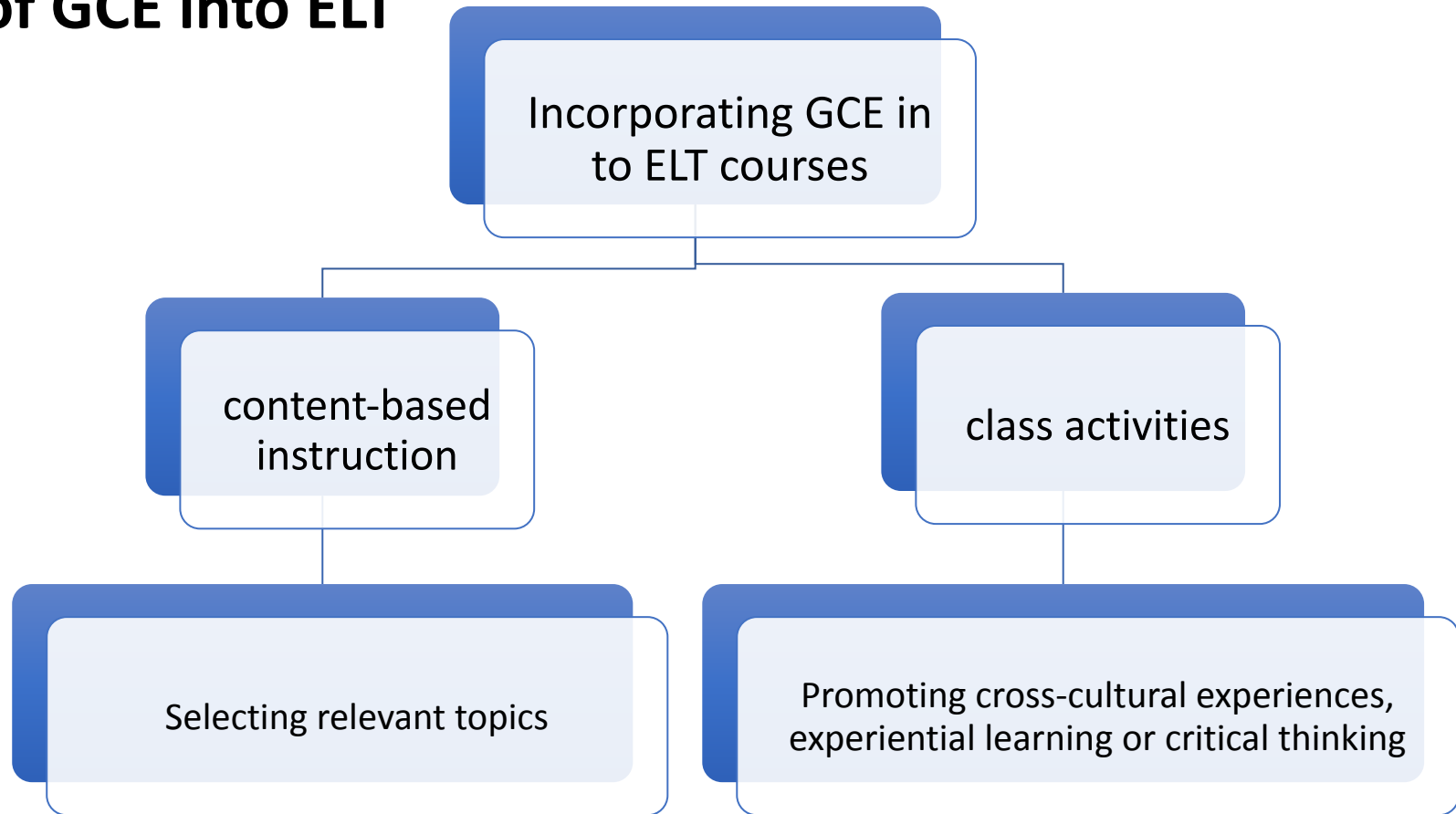
## Incorporating of GCE into curriculum





# Background

## Incorporating of GCE into ELT





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## Background

### Teachers' role

- Determine the way and the extent to which it is implemented in classrooms
- Must enter the profession with an understanding, appreciation, and respect for their students, and possess a competency of GCE and how to effectively disseminate and execute its themes and policies.



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## Background

### GCE In Vietnam

- Presented in educational policies and guidelines for different subjects areas (K-12 levels) and higher education program
- No official criteria for GCE at any levels.
- Not officially included in teacher education program (apart from continuous professional training programs for teachers)





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# Methodology

## Participants and tools

- A phenomenal research design was applied.
- 9 ELT pre-service teachers who are in their final year of English language education program.
- Semi-structured interviews with six open-ended questions about GCE.
  - (1) *definition;*
  - (2) *Related prior educational experience;*
  - (3) *perceived own role;*
  - (4) *suggestions on approaches to integrate GCE into ELT courses;*
  - (5) *perceived challenges;*
  - (6) *perceived impacts of Covid-19 pandemic*



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# Methodology

## Data collection and analysis

Conducted interviews via Zoom meeting(about 20 minutes)

Transcribed recordings into raw data texts

Read the written transcript of each interview for overview

Employed thematic content analysis -> categories and subcategories & frequency of key concepts

Selected quotes to relevant codes



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# Results

## Understanding of GCE

- **Teachers' definition of GCE:** *fragmented rather than holistic definition -> most refer to to the promotion of values and attitudes.*
- **Experience about GCE in their curriculum:** *very limited (one related course & few related extra curricular activities)*
- **Perceived role as an instructor of GCE:** *a guider and inspirer*
- **Main approach of incorporation:** *adapting learning topics*

## Results

### Challenges to incorporate GCE

- ❑ **Lack of official regulation** toward the inclusion of GCE in ELT curriculum: stated as learning outcomes and thus include it in assessment.
- ❑ **Lack of official training and authentic experience for pre-service teachers**
- ❑ **Students' hesitance of** : their lack of reading culture, lack of readiness if GCE is abruptly infused, and lack of interest because of pressure to pass exams.



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# Results

## Perceived impacts of Covid-19

- The pandemic positively change students' learning attitude and awareness of their role as global citizens.
- Study skills, especially online related skills, were believed to enhance.



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## Implications

- Key elements of GCE should be made clear when being infused into existing curriculum to align learning outcomes and other related components in the curriculum.
- For ELT, the infusion of GCE via content-based instruction can be the prominent approach thanks to the flexibility in selecting learning topics.
- Global competences should be set as a new imperative for teacher education so that pre-service teachers will be well prepared.



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# THANK YOU