TRANSFORMING ELT CURRICULUM TO INTEGRATE GLOBAL CITIZENSHIP EDUCATION (GCE): A LANDSCAPE IN VIETNAM

Presenter: Pham Thi Thuy Trang (Ms.)

Lecturer at Van Lang University

PhD candidate at Nottingham University

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GLOBAL LEADERSHIP AND MANAGEMENT
IN HIGHER EDUCATION: INNOVATIONS AND BEST PRACTICES

Just something about me …

I have been working for varied private and public universities in Ho Chi Minh City, Vietnam, and gained teaching experience in ELT, TESOL methodology, research methods, and linguistics. I am now a tenured lecturer at Van Lang University. My research interests involve Internationalization of Higher Education, Global Citizenship Education, Curriculum Development, and Teacher Professional Development.

1. Rationales of the integration of Global Citizenship Education (GCE) into the mainstream curriculum

2. Varied conceptualizations of GCE

3. The English Language Teaching (ELT) and GCE

4. My survey

5. Spotlight 1 - Divergent understandings of GCE among teachers

6. Spotlight 2 – GCE practices and reflections

7. Discussion

8. Q & A

✔ Globalization is an unavoidable affordance to determine interconnectedness and interdependence across diverse areas on the global scale (Pashby et al. , 2020)
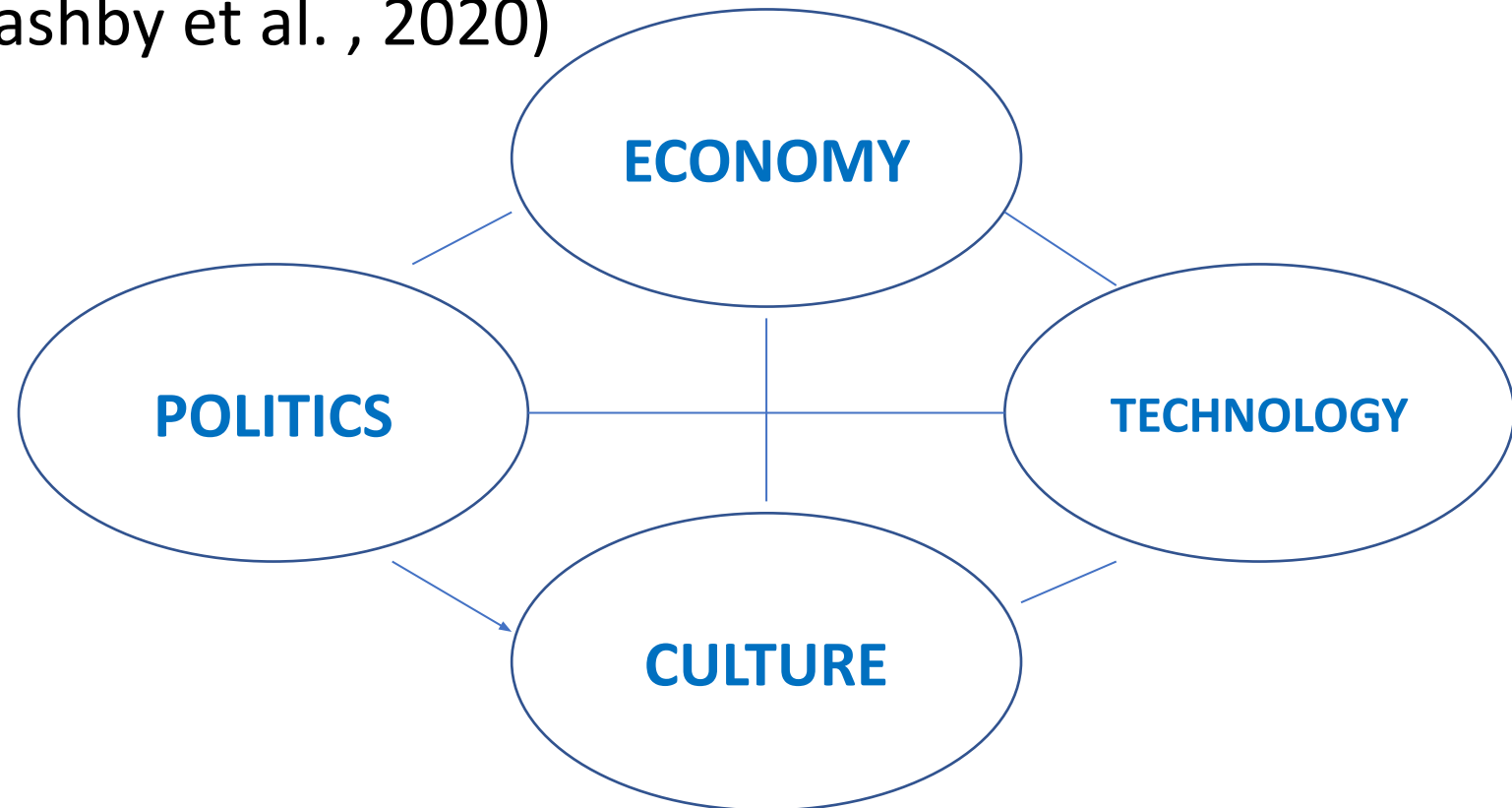
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✔ This pervasive nature of globalization has urged education to response to it by preparing with skills, knowledge, and attitudes to navigate effectively and actively in the global community.

✔ Global challenges such as human rights, equity, diversity and sustainable development has become pressing and relevant (Oxfam, 2015; Torres & Bosio, 2020; UNESCO, 2013)
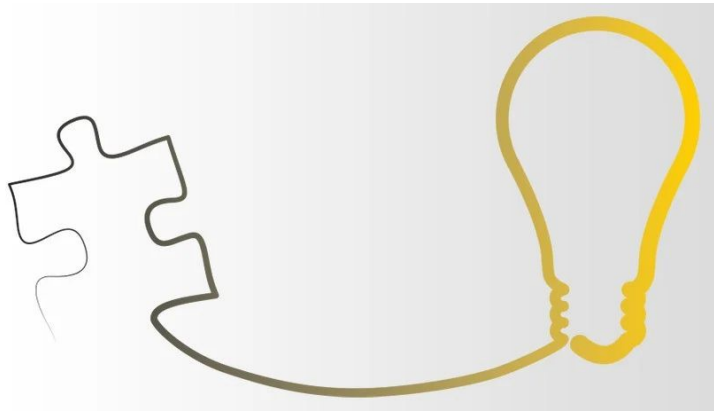
✔ Education discourses have shifted from transmissive knowledge-based delivery to transformative cultivation of values, attitudes, and communication skills.

✔ GCE can offer a transformative approach to equip students with competencies and skills to challenge social inequity and exclusions (Reilly & Niens, 2014; UNESCO, 2014)
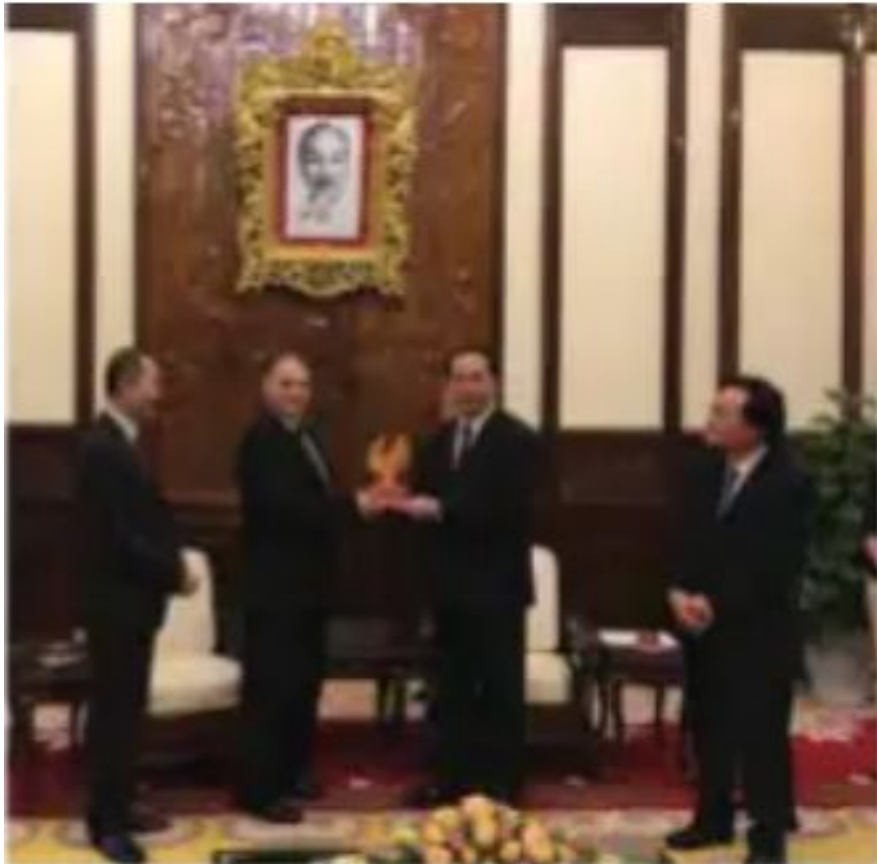
Since 2017 (after a meeting between the president of Vietnam and Dr. Carlos Alberto Torres, UNESCO UCLA Chair in Global Learning and Global Citizenship Education), GCE has become an important agenda in Vietnam education contexts.

✔ Earlier GCE attempts ☐ Increasing mobility & attracting international students to campuses to foster intercultural competence.

✔ Presently, more efforts to foster inclusivity & adapt to crises on the global scale ☐ integration of GCE in the existing curriculum.

- Since 2000, there have been increasing theoretical framings and empirical studies related to the nature and realms of Global Citizenship.

- The underlying conceptions of GC are basically of pluralistic and divergent nature with multiple critiques and contest (Myers, 2010; Oxley & Morris, 2013; Pashby et al., 2020; Shultz, 2007; Yemini, Tibbitts, & Goren, 2019).

"Awareness, caring, and embracing cultural diversity while promoting social justice and sustainability, coupled with a sense of responsibility to act"

(Snider, Reysen and Katzarska-Miller, 2013, p. 1600)

- UNESCO links the work on the target 4.7 sustainable development of the Sustainable Development Goals on global education.

"By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

(UNESCO, 2018)

THREE PILLARS OF GCE

Cognitive: knowledge and thinking skills necessary to better understand the world and its complexities.

Behavioural: conduct, performance, practical application and engagement.

Socio-emotional: values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically

English language curriculum has been considered an ideal space to integrate notions of GCE:

✔ Language courses and textbooks expose learners to different foreign cultures, places, people, and values.

✔ With the emergence of English as lingua franca (ELF) and English as international language (EIL), learners need to cope with different and clashing ideologies and values, which motivates them to challenge their own assumptions (Wu, 2020).

✔ GCE serves as a great "content carrier" to language learning.

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GENERAL AIM

To gain an in-depth understanding of GCE integration into ELT curriculum at higher education in Vietnam.

PARTICIPANTS AND METHODS

✔ 2 private universities in Vietnam who have announced to integrate GCE in their English Language Curriculum.

✔ 15 teachers & 45 students

✔ Focus group interviews + class observations + individual interviews + documents + journals

✔ Ambiguous and divergent understanding of notions of GC: *intercultural communication, global employability, global issues,* or *English language competence, respect for differences,* and *cultural competence.*

✔ Different nuances that are intertwined in their understanding: *neoliberalism, cosmopolitanism, and criticality.*

PROJECT-BASED LEARNING

Project-based in a wonderful strategy to incorporate GCE.

(1) placing students' engagement at the centre of the learning process

(2) authentic learning experiences that include reflective inquiry and problem solving (Blumenfeld at al, 1991; Thomas, 2000)

(3) prolonged involvement in an issue or project helps students not only "gain knowledge about society, but also form and reconstruct their own belief system" (Ohn & Wade, 2009, p.202)

PROJECT-BASED LEARNING

EXAMPLE

Students are supposed to propose solutions to one of the pressing environmental issues in their neighborhood.

☐ Survey into the habit of using plastic containers in their neighborhood

PROJECT-BASED LEARNING

REFLECTION

✔ Raise students' awareness and understanding of the interconnectedness of their individual actions and global consequences ☐ cosmopolitanism

✔ Foster informed actions

TASK-BASED LEARNING

EXAMPLE

- Students learn about the life of a garbage collector and of children living near the landfills.

☐ Role-play activity ☐ Students play the role of the interviewer and the garbage collector to discuss about his life, his dream, and his anxiety.

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TASK-BASED LEARNING

REFLECTION

✔ Sympathy towards others: "It seems like I'm living his life, and I try to imagine what he thinks and feels doing this job everyday. And I start to wonder what makes people so different."

✔ Understand the relative self and positionality with others ☐ start to question about the inequality and its root in the society ☐ chance for critical GCE as proposed by Andreotti (2006)

INTERCULTURAL VIRTUAL EXCHANGES

- Skype platforms for Virtual exchange.

- Classrooms around the world meet up on Skype, and they ask about culture, lifestyles, and beliefs

 Intercultural competence + awareness and respect for diversity and differences

  Self in relation with others

EMBRACING DEMOCRATIC ATMOSPHERE IN DISCUSSING GLOBAL ISSUES

✔ Students' voices are raised and respected.

✔ Encouraging autonomous thinking and informed decisions

☐ Foster alternative imaginaries among students
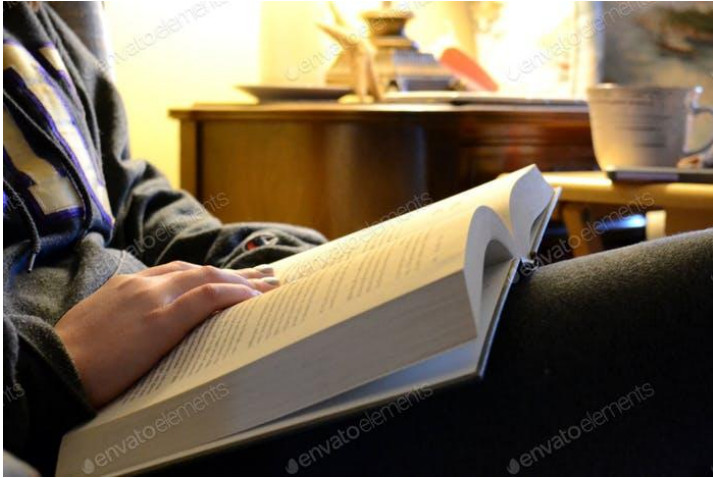
ON THE VERGE OF CRITICAL LITERACY

✔ Reading classes ☐ integrate expansion activities into the normal top-down and bottom-up comprehension activities

✔ Problematization: discuss the assumptions about different people or countries given in the texts & discuss reasons for certain global issues.

☐ Students reflect on and challenge their assumptions & start thinking about the roots of inequality.

✔ GCE creates a motivating initiator for language teaching and learning.

✔ ELT can promote cosmopolitanism and criticality for GCE.

✔ Virtual exchanges can create opportunities for intercultural competences in a more inclusive and adaptive way in this global crisis time.

✔ The integration of GCE into the ELT curriculum is still sporadic.

✔ Increasing accountability in education has made it more challenging to foster GCE in ELT curriculum.

✔ There should be more support from leaders to foster both top-down and bottom-up transformation in ELT curriculum to develop GC as graduate attributes.

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Q & A