

## ECHOING GLOBAL VOICES: FOSTERING GLOBAL CITIZENSHIP THROUGH ENGLISH LANGUAGE TEACHING IN PAKISTAN

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### **Abstract**

*The current study is anticipated to sight see the persona of English Language Teaching (ELT) in fostering global citizenship and consciousness. It is unearthed through intercultural interaction and getting to know diverse global issues and trends which are imperative to navigate and contribute on the part of English Language Learners (ELLs) as global citizens. For that, the Global Citizenship Education (GCE) and UNESCO Framework consisted of cognitive, socio-emotional and behavioural domains have been implied as theoretical lenses. To materialize the objective of the study, a qualitative method of analysis has been utilized. For analysis, data has been extracted from English Language Textbooks (ELTs) of secondary level, which are taught throughout Pakistan under Single National Curriculum (SNC). Purposive sampling technique has been implied to extract two units i.e. Chinese New Year and Population Growth and World Food Supplies from ELTs of grade X. The study is carried out through constructive analysis i.e., through cultural diversity, empathy, dialogue and cultural sensitivity on one hand. And through unearthing global issues, trends, environmental sustainability, and an integrated approach on the other hand to nurture global consciousness and citizenship among ELLs. The findings indicate that ELT acts as an influencing agent as a lingua franca to make ELLs of Pakistan negotiate and interact across cultures by dealing with cultural diversity, and sensitivity and getting to know global issues and trends. The study is significant as it promotes global literacy, consciousness, and citizenship among ELLs of Pakistan through intercultural interaction, harmony, empathy, dialogue, getting to know global trends, sustainability and an integrated approach.*

**Keywords:** *Global Citizenship, ELT, ELLs, Cultural Diversity, Empathy, Intercultural Dialogue, Cultural Sensitivity, Global Issues, Integrated Approach.*

### **Introduction**

Since the pandemic, the concept has been deeply rooted that human beings are residing in a global network of relations among human and nonhuman agents. It has turned into an indispensable reality and hence individuals have to think globally as a part of global citizenship or community (Wintersteiner et al., 2014). In the view of Bourn (2015), global citizenship has turned into a mainstream instruction throughout the current century. The world is undergoing serious ecological and sustainability threats, which urge humans to take radical steps to protect the environment on one hand and ensure sustainability for the future on the other. Global Citizenship Education (GCE) is a type of civic literacy that encompasses students' or learners' active participation in tasks which are relevant to redress global issues

and trends on one hand and create intercultural harmony through inclusivity and dialogue on the other.

The scope of global issues and trends is very pertinent to the social, ecological, environmental and sustainability of world resources. Global Citizenship Foundation's concept of global citizenship is of a very diverse nature which is defined as "a transformative, lifelong pursuit that involves both curricular learning and practical experience to shape a mindset of care for humanity and the planet, and to equip individuals with global competencies to undertake responsible actions aimed at forging more just, peaceful, secure, sustainable, tolerant and inclusive societies". Likewise, English as a medium of communication being the global lingua franca connects all walks of life, so its role in fostering global citizenship among ELLs is very essential. In Jenkins's (2015) encapsulation, English language has the potential to direct the citizens into a globalized community or society through the concepts of inclusivity, interconnectivity, and globalization.

In addition, in an interconnected world, swift and rapid modes of communication and travel have turned communities into more pluralist and diverse where values are recognized and respected. As far as the role of ELT in global citizenship is concerned, ELLs being citizens of the global community need to acquire skills and attitudes that are essential to navigate in an interconnected digital arena (Sohrabi et al., 2022). The concept of global citizenship has deep-rooted imprints in ELT around the world due to the ever-increasing trend of English as a global lingua franca. Therefore, the role of English as a lingua franca has a fundamental role in promoting global citizenship. In addition, the world, and its mode of communication and interaction are altering radically around the world which instigates English Language Teachers to decide what, why and how to teach ELLs across cultures.

### Research Objectives

Keeping in view the aim of the study, following research objectives have been underlined by the researcher

- To underline the role of cultural diversity and sensitivity in fostering global citizenship among ELLs of Pakistan.
- To figure out the role of empathy, dialogue and integrated approach across cultures to nurture global connection among ELLs.
- To bring to light the persona of global issues, trends and environmental sustainability in echoing global voices in ELT in Pakistan.

### Research Questions

Current study is anticipated at to answer the subsequent research queries

- How far cultural diversity and sensitivity promote global citizenship among ELLs of Pakistan?
- What role empathy, dialogue and integrated approaches play in nurturing global citizenship among ELLs in Pakistan?
- How far global issues and environmental sustainability are significant for echoing global voices in ELT in Pakistan?

### Statement of the Problem

In the current global, integrated and connected world, the concept of global citizenship has gained immense momentum. It is so because of the broader implications, cultural practices, social awareness and dynamic interaction. But in the Pakistani educational landscape, there is a lack of emphasis on the concept of global literacy or citizenship, which has hampered students from being a part of the global community and contributing towards global citizenship. However, English Language Teaching ELT has enabled ELLs of Pakistan to fill that gap being the global lingua franca. Hence, the current study is meant to explore the role

of ELTs in fostering global citizenship among ELLs of Pakistan. The rationale of the undertaken study lies in enabling ELLs of Pakistan to be well-versed in the literacy and perspectives which are indispensable to be well-placed as global citizens. With the expansion of globalization, the persona to communicate across cultures and get to know global issues and trends has become the need of ELLs of Pakistan. English being the lingua franca of global discourse across cultures and regions has enabled this opportunity for Pakistani learners to obtain global citizenship within the domain of language instruction. In this way, this shot is an attempt to comprehend how ELT can efficiently be utilized to promote global literacy, and global citizenship through intercultural interaction and get to know varied global issues and trends which are imperative to navigate and contribute to a globalized world on the part of ELLs of Pakistan.

### **Significance of the Study**

The current study is significant as it promotes global literacy and awareness among ELLs of Pakistan by broadening their vision. It assists ELLs to be more aware of global issues and trends along with the essentiality of instigating cross-cultural dialogue, communication, and collaboration by making them involved in cultural diversity and practices. It further aligns with the educational objectives of creating informed and collaborative citizens of the global community. In addition, the study unearths the need to integrate global citizenship among ELLs through English as a global lingua franca. It also underlines the need to address socio-economic challenges and creates an opportunity for ELLs to be part of a more global and dynamic landscape. Moreover, the concept of global citizenship instigates critical thinking and a dynamic approach among ELLs to be a more dynamic part of the global community by underlining their roles, responsibilities and to ensure sustainability. Last but not least, this attempt is assistive in terms of bridging gaps between cultures and fostering intercultural harmony and interaction across cultures. Therefore, the significance of the study lies in its potential persona of transforming ELT as a tool to foster global citizenship among ELLs in Pakistan.

### **Literature Review**

The notion of global citizenship gains momentum in education with the inclusion of 21st century. In this way, concept of global citizenship not only assists learners and students to get connected and to get to know diverse global issues and trends but also to integrate more just and sustainable world (Surian, 2018). In addition, the purpose of global citizenship is to cultivate more collaborative, tolerant, culturally sensitive and community oriented approach on the part of individuals. The premises of global citizenship are actually materialized in today world as a remedy to redress violence, extremism, racism, discrimination, and injustice across cultures. Therefore, global literacy or citizenship is imperative to promote the act of living together, to enable more dynamic, interconnected and integrated societies. Likewise, global citizenship is needed to promote peace, justice, social responsibility, critical awareness and civic engagement among learners in general and among ELLs in particular (Banks, 2017).

The concept of global literacy, awareness and consciousness is more relevant and urgent today than ever before due to the emergence of conflicts and challenges that are posing threats globally accross cultures and regions i.e. climatic hazards, displacement, migration, and sustainability. Through integration of global citizenship in the curriculum, complex issues and conflicts are made known to learners to promote peace and eco-centric awareness among learners (Dryden-Peterson 2020). Global citizenship and consciousness empowers learners to “act as competent and effective democratic citizens” (Council of Europe 2018, p. 37) at one hand and let them nurture the ability for “effective and constructive interaction with others,

thinking critically, acting in a socially responsible manner and acting democratically” (European Commission, 2017, p.9).

In all and all, global citizenship and consciousness enables learners to acquire attitudes, skills, and knowledge to be an individual who can promote democratic values, tolerance, inclusivity, human rights dignity, cultural diversity and sensitivity, equity and justice across cultures. Keeping in view previous studies, the concept of global citizenship has become increasingly significant for educational institutes in the views of Stein (2015). Engel and Siczek (2018) sought out the connection between globalization and internationalization of education, Hammond and Keating (2018) outlined the increasing pressure on both universities and government within UK to globalise both their practices and student cohort, GENE (2017) pointed out the inclusion of global citizenship within teachers education programs across Europe, and Goren and Yemini (2017) encapsulated the positive attribute of teachers towards global citizenship,

Davies et al. (2018) brought to light the complex interconnection between individuals and societies across the globe, Tarozzi and Torres (2016) highlighted the transformative agenda of global citizenship in promoting social justice in the world, Fricke et al. (2015) have heightened the interconnection between development, environmental and global citizenship education within singular umbrella and Bourn (2015) deemed global citizenship education as a vehicle for challenging global inequalities. In the light of above-mentioned studies that highlight the urgency of the issue and bearing in view its role in the Pakistani context where there is a dearth of the studies on the said domain, the present study is intended to explore the role of English Language Teaching (ELT) in fostering global citizenship among ELLs of Pakistan on one hand and fill the existing gap within Pakistan ELT context on the other.

### **Delimitations of the Study**

Bearing in view the objectives and rationale of the study, the current study is delimited to only those contents integrated into ELT textbooks at the secondary level which are relevant to the concept of global citizenship. In addition, it is further delimited to only two units i.e., *Chinese New Year* and *Population Growth and World Food Supplies* extracted from grade X. The study is confined to thematic and textual analysis pertinent to echoes of global voices and global citizenship by means of intercultural interaction and getting to know diverse global issues and trends.

### **Theoretical Underpinning**

To amply achieve the objectives of the study, Global Citizenship Education and UNESCO Framework has been kept in view as theoretical framework. In 2015, United Nations members met to discuss the future of education for the next 15 years. One of the key aspects or the outcome of that meeting was the initiative of Global Citizenship Education (Gaudelli, 2016). This initiative was taken mainly to address the diverse needs of learners to navigate in an integrated and interconnected world (Davies et al., 2018). To apply elaborate the concept of GCE, the UNESCO framework has been extracted which defines GEC as a framing paradigm which encapsulates how education can develop knowledge, skills, values, and attitudes learners need to secure a world which is more just, peaceful, tolerant, inclusive, secure, and sustainable (Pigozzi, 2006). GCED Online Campus (2021) has enlisted five major areas or themes relevant to GCE as a framework for analysis which include human right education, peace building, accepting diversity, sustainability and social justice.

In addition, the concept of GEC steadily makes its way into ELT and several studies confirms ELT as "optimal space for GEC" (Lourenço & Simões, 2021). In addition, ELLs considers themselves as global citizens who utilize English as a mean to communicate and interact in a global world rather than just to be a participant in western culture (Sumaryono & Ortiz,



2004). UNESCO Framework (2015) provide a comprehensive plan to assist educators in guiding their learners to navigate actively, not merely locally but globally, with peace, tolerance, and inclusivity for a secure and sustainable future. Likewise, Singleton's (2015) model "head, heart and hands" generally known as 3H assists researchers at three layers i.e. cognitive, socio-emotional and behavioural domains. Cognitive domains relate to local, national as well and global awareness, socio-emotional deals with building an integrated global community based on empathy, respect and social justice and behavioural deals with the consciousness and willingness of the individual to engage for sustainability and social justice (Mastellotto, 2023).

### **Methodology**

In order to analyse the role of ELT in promoting global awareness and citizenship among ELLs of Pakistan, a qualitative method of analysis has been utilized in the study. In order to unearth the global voices being embedded in ELTs in Pakistan, Global Citizenship Education and UNESCO Framework have been consumed as theoretical underpinning. To realize the intents of the study, contents incorporated in ELTs at secondary level in Pakistan under SNC has been made use of. In order to delimit the study two units i.e. *Chinese New Year* and *Population Growth and World Food Supplies* from grade X ELT textbook has been extracted as a sample to analyse keeping in view contrastive approach. In order to extract the data for analysis, a purposive sampling technique has been implied by the researcher. To address the research questions, a contrastive and thematic analysis techniques have been implied in the study. *Chinese New Year* brings to light the role of cross-cultural dialogue and interaction, while *Population Growth and World Food Supplies* unearths global issues and trends to foster global citizenship among ELLs of Pakistan. In order to analyse the data, thematic, contents and contrastive approach is being sought out in the study.

### **Global Citizenship through *Chinese New Year***

#### **Cultural Diversity and Sensitivity**

The unit *Chinese New Year* is an illustrious instance of how understanding others' cultures and embarking on cultural diversity assist ELLs in fostering the concept of global citizenship. The unit enhances awareness and diversity among ELLs by letting them know how people in diverse cultures and time zones measure time and celebrate their occasions. Gregorian and Lunar calendars broaden the concept of ELLs about global practices. Unique traditions and beliefs of Chinese people about cleaning houses, removing bad luck and the concept of the red dress as an emblem to ward off bad spirits broaden the vision of ELLs of Pakistan how different cultures approach the notion of spirituality and fortune.

The utilization of symbolic food consists of eight or nine dishes and decorative measures consist of signs i.e. *Fu* highlights the diversity and respect for diverse cultural practices among ELLs of Pakistan that assist in building the concept of global citizenship. Gift-giving practices i.e. to children and unmarried people on the part of elders in Chinese culture at one hand underlines cultural awareness and unearths family support and cultural generosity on the other. Learning such cultural diversity assists ELLs in Pakistan to appreciate cultural awareness and respect for intercultural interaction. The concept of zodiac animals and their impacts on personality traits in Chinese context is yet another illustrious instance of accepting diverse world-views across cultures.

#### **Building Global Citizenship**

ELLs of Pakistan after getting to know diverse Chinese beliefs, cultural practices and the mode of celebrating festivals have fostered respect and inclusivity about others' cultures. This acceptance and negotiation of cultural diversity is an indispensable part of building harmonious intercultural harmony and interaction among ELLs of Pakistan. The knowledge

about Chinese culture, practices, and beliefs is a paramount feature to promote cross-cultural dialogue and harmony among ELLs of Pakistan. In addition, it assists ELLs in fostering a meaningful dialogue among people from diverse backgrounds and contexts which is a key as far as global understanding, reducing grudges and breaking down cultural barriers are concerned to harmonize the concept of global citizenship among ELLs.

The unit *Chinese New Year* also makes ELLs of Pakistan culture conscious concerning diverse components of cultural sensitivity, especially when working in a brotherly relation and in very closed terms. The concept of avoiding black dress because of its association with death and encouragement for a red dress for good luck are highly sensitive issues which are essential for ELLs of Pakistan to be mindful of to promote global citizenship as these assist learners to avoid disrespect about others' cultural sensitivity. Inculcating the significance of *Chinese New Year* among Chinese people and culture promotes cultural mindfulness on one hand and integrates global perspectives among ELLs of Pakistan on the other. Being mindful of such a global perspective is an essential feature of global citizenship as it assists learners in general and ELLs, in particular, to nurture global connections and to be respectful towards another viewpoint for a harmonious intercultural harmony.

Last but not least, understanding and celebrating the festivals and occasions across cultures assist ELLs in nurturing social bonds and connections across cultures. It helps people to come close to each other, share their heritage and integrate a sense of belonging which promotes mutual respect and hence global citizenship. In all and all, analysing cultural diversity assists ELLs of Pakistan in being mindful of cultural practices, social beliefs and celebrated festivals which are indispensable parts of promoting the concept of global citizenship among ELLs of Pakistan. Embracing and embarking on such cultural diversity and practices assists learners in being more inclusive and connected across cultures.

### **Global Citizenship through Empathy and Dialogue**

The unit *Chinese New Year* highlights various traditions, customs, beliefs, values, and practices within Chinese culture that promote empathy among ELLs of Pakistan to be mindful of these practices and underline their significance. The concept of family support and reunion through annual get-togethers is another key feature of the Chinese culture which asserts the need for family bonds, cultural values, societal practices and festive celebrations to promote global citizenship among ELLs of Pakistan. All the cultural, social and festive practices mentioned in the unit *Chinese New Year* assist ELLs of Pakistan in promoting cross-cultural dialogue which is an essential feature of promoting global literacy, and underlining the concept of global citizenship among them.

This assists ELLs to integrate mutual respect and inclusivity among people from varied backgrounds, contexts, and cultures. In addition, global literacy is promoted in the unit *Chinese New Year* through the inclusivity of various calendars that are utilised worldwide. Through symbolic foods, festive decorations, cultural beliefs, zodiac calendars and notions of good and bad luck, global literacy and citizenship are being promoted among ELLs of Pakistan. In addition, global literacy and citizenship are nurtured among ELLs of Pakistan through promoting cultural respect, empathy, cross-cultural dialogue and the concept of inclusivity across cultures.

### **Global Citizenship through Population Growth and World Food Supplies**

#### **Global Citizenship through Global Issues & Trends**

The unit *Population Growth and World Food Supplies* unearths several key issues and trends that are linked with the exponential growth of the human population and the consequences it has on human activities on earth. The unit highlights that due to the exponential growth of population, there is a shortage of natural resources i.e. arable land, water, and energy. It has

resulted in a shortage of food, especially in developing countries. The unit unearths that the human population on earth has exponential growth from 10 million to 8 billion in the year 2020 which is indicative of rapid growth of population in a short span of time. The result of such an exponential growth of human population is an ever-increasing pressure on arable land, which is key as far as the food supply is concerned. As the population keeps on growing, industrialisation is expanding and natural resources are being curtailed.

Hence, fertile land in terms of its per capita availability is decreasing with every passing moment. More fertile land is required to grow enough food to meet such a gigantic population, but fertile land is degrading, which has adverse effects on the production of food to meet the ever-evolving needs of an exponential population of the world. On one hand arable land is key for food production and on the other hand, there is a scarcity of water resources which are indispensable for irrigation. In many parts of the world, water resources key for crop cultivation are under immense shortage. It has another dynamic, agricultural production consumes more fresh water along with other industrial activities which results in the shortage of water. It is further aggregated by the issue of water pollution due to the use of fertilizers and pesticides for excessive agricultural production.

In the modern day, food supplies heavily rely on the utilisation of fossil energy for intensive farming practices being carried out in advanced countries of the world. Intensive farming techniques are being promoted in developed countries to meet the ever-increasing needs of food. Such farming requires an extensive amount of energy for machinery, fertilizers, irrigation, and cultivation. This mechanism of farming consumes most of the fossil energy available on earth. As fossil energy is a finite form of energy, its depletion is posing a great threat to the food production system of the world. In addition, excessive use of fertilizers and pesticides is expanding the food and water pollution issues, which are causing serious ecological menaces and health hazards in the world.

### **Global Literacy through Vulnerable Food Securities**

Lack of arable land, depletion of water resources, finite availability of fossil energy and ever-increasing trend of exponential growth of human population is putting a great question mark on the supply and availability of food. Per capita availability of food grain has declined significantly over the last 25 years. The issue has gone down deep into the situation of vulnerability of food security. The unit *Population Growth and World Food Supplies* further highlights the fact that there is hardly any food security for the current population and the situation is becoming worse with the fact that the population is on the side of exponential growth with every passing moment.

If such a situation continues, then the security and supply of food grains will be vulnerable not restricted to mere undeveloped regions, but it will engulf the entire world. The units highlight that developing countries are at high risk as there is limited availability of resources and exponential growth of population. Their sources of energy are also very limited, so the food security mechanism will be at high risk and famines are impending. The situation is further aggregated as these regions or countries are also deficient as far as infrastructure and technological tools are concerned to satiate the ever-increasing pressure on food supplies. Intensive farming is also missing, which is key for excessive food production.

### **Global Citizenship through Environmental Sustainability**

On one hand, the unit *Population Growth and World Food Supplies* highlights the global issues and trends regarding the exponential growth of the human population, lack of food grains, depletion of energy, water and land pollution, on the other hand, it enables ELLs of Pakistan to be mindful of environmental sustainability and concerns. The unit unearths the fact that technological gadgets not only offer the efficacy of natural resources in terms of

their utilisation but also can assist human beings in creating new sources of resources to meet the needs of humanity in future. The concept is supported through examples, as fertilizers can increase soil fertility and can assist in increasing the production of food supplies. The unit promotes the notion that agricultural practices based on sustainable patterns are imperative to maintain the long-term productivity of food. In addition, the unit stressed conservation and management techniques to ensure the supply and security of world food reserves.

Water, energy, fertile land and biological resources are key components to ensure the future of food grains if these are managed and preserved aptly future risks associated with the supplies and production relevant to the food can be minimised. For that, sustainable farming techniques, improved water usage, and protection of biodiversity are the need of the hour, and they can not be compromised at any cost. Population control and keeping at an optimal level should be the need of the hour to secure the future of the world in terms of food and resources. The unit figures out that the world population should be less than 2 billion to ensure food security. For that and to maintain a high standard of living, it is imperative to curtail the world population through education and family planning mechanism. Without that, the dream to live better across the world can not be achieved.

### **Global Citizenship through Integrated Approaches**

To address the above-cited global issues and trends relevant to food, population explosion, shortage of resources and insecure supplies of food and energy, there is a need for integrated efforts to be initiated across cultures and regions. The concept of global literacy and awareness becomes more relevant as resource management and control of a population is a global issue, and it can be dealt with if global initiatives are taken to address such issues. This also highlights the need for global literacy and global citizenship among ELLs of Pakistan through fostering inclusive and integrated efforts on the part of all global stakeholders. Policymakers and implementors must ensure equal access to resources across the globe to achieve the target of sustainable development. The unit *Population Growth and World Food Supplies* also stresses the need to have global collaboration and partnership as a part of global citizenship to redress the global issues being highlighted in the unit. Sharing ideas, resources, technologies, and practices across cultures and regions can ensure sustainable patterns of living in the world as a part of global citizenship.

### **Conclusion**

Global literacy and citizenship are promoted and exhibited in the unit *Chinese New Year* through cultural diversity and awareness. It is realised through the depiction of various calendars being followed across cultures i.e. Zodiac, Lunar and Gregorian, exploration of unique beliefs and traditions like cleaning houses, removing bad luck, spirituality, and good and bad omens, the portrayal of symbolic foods and festive signs and symbols i.e. eight or nine dishes and fu, gift giving and family reunion practices and underlining zodiac traits of animals on personality. In addition, global citizenship is promoted among ELLs of Pakistan through fostering inclusion and respect for all cultures, enabling an environment suited for cross-cultural dialogue, communication and negotiation, enhancing cultural sensitivity through the concept of black and red dress codes, constructing global mindfulness among ELLs to strengthen community and social bonds among people across cultures. In addition, global literacy and citizenship are nurtured among ELLs through understanding cultural, festive and social practices and through an emphasis on family bonding. It is further promoted through promoting cultural respect and sensitivity among people of diverse backgrounds and contexts.

The Unit *Population Growth and World Food Supplies* unearths global issues and trends about the exponential growth of population and strain on resources. The unit unearths global



issues through the concept of the exponential growth of population globally which has put great pressure on arable land, water resources and energy, especially fossil energy which is a finite form of energy. These issues are further aggregated with the scarcity of water and the way energy is being consumed. These global issues are intoxicating the issue by posing a great threat to food supplies in terms of its security for the future. The impact of such insecurity of food is most likely to affect the underdeveloped regions of the world. In the end, to address such complex global issues, the unit suggests that integrated and inclusive efforts on the part of the global community can be handy and productive. For that equal distribution of resources, energy; and practices along with management for preservation of resources and energy can be effective mechanisms to address such global issues and to promote the concept of global citizenship among people across the globe. For that, population control and global collaboration are highly required and effective tools.

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