Global Citizenship Education and English Language Teaching in Iran

Alireza Sohrabi[1*,] Arshya Keyvanfar[2], Reza Beh-Afarin[3]

[1*] PhD Candidate, Department of English, North Tehran Branch, Islamic Azad University, Tehran. Iran, *sohrabi.tefl@gmail.com*

[2] Assistant Professor of Applied Linguistics, Department of English, North Tehran Branch, Islamic Azad University; PhD Candidate of Anthropology, University of Tehran, Tehran. Iran, *arshya.keyvanfar@gmail.com*

[3] Associate Professor of Applied Linguistics, Department of English, North Tehran Branch, Islamic Azad University, Tehran. Iran, *parpinchy@gmail.com*

Article Info	ABSTRACT
Article Type: **Research Article** **Received:** **17/03/2021** **Accepted:** **08/01/2022**	Global citizenship education (GCE) is a pedagogical field established internationally in the past few years. It has been introduced to all countries, including Iran, where many English language learners are involved in the English Language learning process. Language textbook designers, as well as language teachers and policy makers also need to face English as the Lingua Franca (ELF) in the postmodern age. Accordingly, the focus of this study has been to investigate the implementation of GCE in Iran and how the awareness of GCE goals can relate to English language proficiency of individuals. To this end, a GCE questionnaire (Morais & Ogden, 2010) was translated into Persian and distributed among 400 PhD candidates of different majors in IAU, who were at the time involved in taking IAU English Language Proficiency Test (EPT). To investigate the relationship between the two main variables of this study, we used both descriptive and inferential statistics, including Analysis of Variance and linear regression and found out a significant relationship between the awareness of GCE goals and English language Proficiency. These findings indicate that English Language learning and the related contents can play a significant role in raising awareness regarding global challenges in the world.

1. Introduction

The worldwide Covid-19 pandemic in the last two years has highlighted the fact that we are living in a global network of relations among human and nonhuman agents. It is clear that the degree and nature of human agency are not comparable to those of others, specifically now that we have extended our presence to a cosmic level. Wintersteiner et al. (2014) state that the globally networked world is an obvious reality, which requires actions with human orientation. Those actions include orientation in a world with extremely varied beliefs and behaviors, the ability to interact effectively with people of various cultural backgrounds and beliefs, the ability to adjust adequately to new quality standards along with versatility standards in a constantly evolving environment. In such a world, individuals are expected to think transnationally and be global citizens. According to Bourn (2015), learning about global and developmental issues, or Global Citizenship Education (GCE), has become the mainstream, particularly throughout the 21st century. He argues that on a planet that is witnessing a dangerous climate change, it is necessary to create general awareness about global environmental priorities and give them a higher visibility in addition to pre-focused targets for poverty reduction.

Munck (2010) says global citizenship education needs modification in the 21st century. This modification is imposing many challenges to the educational system of many countries including ours. The first challenge is to help people and governments realize that globalization is a process in which we are all engaged. The next crucial challenge is to adopt a productive strategy in this global community to have a say and hence have an identity. We can see that in some countries GCE has been resisted against due to some cultural, religious and eventually political stances. This is when citizenship education aims at helping individuals develop better global identities and greater knowledge of their position in the international culture (Banks & Banks, 2004). This means that every country's key priority should be to train its citizens and specifically the young generation to better deal with global as well as local issues.

On the other hand, English as the Lingua Franca (ELF) has turned into the medium of communication among people of the world in all aspects of life from economy to education and politics. It is being conceptualized by Jenkins (2015) as a potential option in almost all multilingual settings. ELF is increasingly being used in Asia and in the rest of the world (McArthur, 2003). This means that ELF can entail the "use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (Seidlhofer, 2011, p. 7). That is why

English Language Teaching (ELT) is in fact in the core of the globalization process.

The problem for language teachers around the world is how debates about globalization in sociopolitical contexts can contribute to or at times stand against the general approaches of English language teaching and even their everyday lives. It is argued that language learning in this era is a tool not the goal. If eventually all forms of education in different parts of the world are aiming at promoting responsible citizenship at local and global extent, then it can be argued that ELF can become the main platform of introducing and establishing GC by integrating the appropriate content into language teaching materials. This is exactly what the classic method of Grammar Translation was doing for centuries and recently, it has been revived under the new terminology of CLIL.

Being the consumers of internationally published ELT materials, most countries have not realized how important the role of ELT can be in subliminal education of their citizens. Considering the amount of time people in our own country spend learning English for academic, vocational and immigration purposes, we can see how imperative it is to do more research on the content that is being relayed to our language learners and how the knowledge of English can relate to the knowledge of global citizenship values. This becomes even more crucial in the current cultural and political climate of our country, where neither English language nor global citizenship education values and targets are deemed essential for our advancement and recognition in the world's macro and micro level affairs.

It seems that based on our policies in the field of ELT in Iran and our stance towards the process of GCE and multiculturalism, we haven't taken significant actions in making our learners familiar with global issues and how they relate to local issues. Consequently, we have not empowered the Iranian people to be able to take advantage of multicultural settings and be active agents in international developmental projects. This active passivity has deterred our great culture and Islamic values and experiences to be shared and integrated into the rest of the world. In fact, this is the main issue that this study seeks to draw our policy makers' attention to. Accordingly, we think it is extremely important to study the GCE in the Iranian academic context and to examine students' familiarity with its concepts.

In the current study, we have aimed to first examine GCE goals as well as policies and practices implemented in pioneering countries and to further explore and evaluate the integration of the GCE and ELT in Iran's formal academic ELT context. More specifically, this study was mainly looking for an answer to the question of whether there was a relationship between the awareness of GCE goals and English language proficiency in

Iranian post-graduate students of different majors or not. We also wanted to explore our current areas of strength and weakness in GC values and targets. The findings of our study would benefit EFL learners, teachers, syllabus designers, material developers as well as policy makers of our country at higher levels.

2. Literature Review

2.1. The CLIL and Globalization via ELT

Content and Language Integrated Learning (CLIL) is a framework for teaching languages as not the 'form' but the 'material' is the main focus. This material can be designed to focus on any knowledge area, such as globalization in ELT. Hanesová, (2015) reported that CLIL is not a modern concept in education as many scholars trace it back to the Akkadian, around 5,000 years ago. CLIL refers to "language pedagogy focusing on meaning which contrasts to those which focus on form" (Marsh, 2002, p. 50).

As literature reveals, CLIL deals with second language learning theories and social components that directly or indirectly can tap the globalization process effectively via ELT. CLIL is a post-method brainchild and the most recent language pedagogy known as the Communicative Approach. According to Dale and Tanner (2011), CLIL is a product of the impact of bilingualism, theories of second language acquisition, abstract models of literacy, and constructivism. Therefore, it has a significant role in ELT and can accelerate globalization effectively. Coyle et al. (2010) properly assert that CLIL is not merely a feasible approach to the problems presented by growing globalization, it is a timely solution, compatible with wider social viewpoints and shown to be successful.

2.2. The Concept of Global Citizenship

In a world of swift communication and travel, we have become deeply responsive to our mutuality. Societies are getting to be more pluralistic, and diversity in lifestyles and values is recognized and respected. As Green (2006) explains, language, geography and religion do not divide the people like before and there is a common social experience as a result of "ubiquitous consumer and media culture" that is spreading everywhere. This means that a kind of unity is being formed around the world. The notion of global citizenship is not new as Lewin (2010) stated, it can be traced to ancient Greece. Examining global citizenship literature shows the broadness of the concept and the degree of different emphasis put on the word depending upon the users (Green, 2012). Citizenship, according to Isin and Nyers (2014), means speaking about individuals with separate relationships to the community besides social status and power those relationships refer to. Global citizenship is the notion that stresses different ways of thinking and

living across various communities, regions, states and cities. Global citizenship seems to be involvement in social and political life of one's community which fosters self-awareness as well as awareness of others. It can be seen why cultural empathy is one of the goals of global education.

Global citizenship encourages responsibility and calculated decision-making while highlighting the mutual relationship between individuals and systems. Whatever citizenship is defined as either practice, membership, or performance, there has not been said much about the way or ways in which it comes to function and being. It is misleading to begin thinking about citizenship as a unified or static relationship (Isin & Nyers, 2014). Rather, it is a dynamic concept that needs more analysis, mainly in ELT context.

2.3. Global Citizenship Education

According to many researchers, GCE has recently become influential in policy, civil society, and educational discourse in Europe and the Americas (Andreotti and de Souza, 2012). However, the issue of combining regional and international education is by no means a recent concern nor a clearly defined objective (Hamdon, 2018). This is illustrated by a variety of conferences arranged around the topic, followed by a rising number of scholarly publications on global education and related subject matters.

In the early 1990s, a working description of global education in the USA was assembled by Tye and Tye (1992, p. 5), described as follows:

> Global education means learning about the challenges and concerns that transcend regional borders, as well as the interconnectedness of processes – biological, financial, environmental, political and technical. Global education requires taking a viewpoint – seeing things from others' eyes and minds – so it means understanding that both individuals and groups can see life differently while they can have common wants and needs.

Regarding ELT and education in general, students as citizens of the global community, need to develop skills and attitudes, that will make them have effective role in a global community.

According to Oxfam (2006), Education for Global Citizenship encourages children and young people to think critically about complex global problems in a healthy classroom environment. It also encourages them to explore, evolve, and expose their own values and opinions while also listening to and considering those of others. It has the potential to teach people how to be environmentally conscious and to foster empathy for those with whom they share the world. It emphasizes the importance of this for all kids. It is self-evident that paying attention to the diversity and frequency of modern-day issues, as well as their consistency and common history with one

another on the one side, and their relationship to global aspects and developments on the other, is an essential aspect of global citizenship education. This dual-purpose necessitates a thorough organization and design of the curriculum, as well as careful formulation of its objectives. Some countries have focused specially on the integration of GCE into their curriculum, such as Ontario, Canada (Evans et al., 2010).

2.4. Global Citizenship Education Studies and its Implementation around the World

Several studies on GCE have been carried out around the world in different contexts, levels, and educational centers, in a study in Dutch Liberal Arts and Sciences College, Sklad et al. (2016) paid attention to both socioeconomic inequality and intercultural competencies, highlighting the discrepancies and similarities in global citizenship education. Their findings indicated that students have developed more liberal stances towards ethnic diversity, greater comprehension of other cultures and social viewpoints, improved capacity to objectively analyze global equality problems, and a stronger awareness of the connections between domestic and universal forms of social activities.

Mutch (2002), in studying citizenship education in New Zealand, found that concepts of what it expected to be a New Zealand resident reflected the social and political shifts as the culture of the country changed from a British colony to a bi-cultural society with a more multicultural outlook by democracy. Mutch's study recommends pre- and extra-curricular programs for New Zealand students to teach and practice citizenship, indicating the fact that New Zealand needs to take further steps toward the GCE.

Chong (2015), in a study in Hong Kong "entitled global citizenship education and Hong Kong's secondary school curriculum guidelines" reported GCE to have progressed from thinking about rights and obligations in the 1990s to issues of racism, bigotry, exclusion and inequalities in Hong Kong's official curriculum guidance since the late 1990s.

DiCicco (2016) in the United States, University of Pittsburgh, addressed the emerging void in longitudinal study on the opportunities and difficulties of global citizenship education. Public schools by sharing conclusions from a five-year, ethnographic case study. The findings of the study showed that if GCE wants to achieve its mission for social justice, actors in the educational environment must be convinced that the policies that they have in place currently stand in the way of making students engaged as global citizens who are ready to meet global challenges.

In Germany, Ortloff (2011) studied the principles and convictions of German teachers regarding citizenship education in the face of recent regulations on immigration and residence and in European and global impact context. He recommended the necessity of pursuing more vigorously the required steps toward the GCE in Germany.

Moon (2010) studied 'multicultural and global citizenship in the transnational age' in South Korea. The study revealed that unity without plurality leads the "marginalized" communities to ethnic suppression. Moon argued that as part of acknowledging identity, teaching children about global citizenship is imperative.

Mehrabi (2014) studied 'international economic sanctions, university life, and global citizenship education in Iran' in a descriptive work. Mehrabi showed how international sanctions can have adverse impacts on civil rights in affected countries, such as in their foreign policy. Mehrabi reported that economic sanctions impact the economy and ultimately afflict the affected country's access to standard of higher education.

In general, all previous studies emphasized on the fact that further steps need to be taken regarding the general policies of the GCE but almost none focused on ELT and its role in the globalization process. Consequently, the current study intended to fill this very gap mainly in Iran.

3. Method

In order to investigate the implementation of GCE in Iran and the relationship between the awareness of its goals and English language proficiency, at this first quantitative phase of our mixed method study, we engaged in a procedure with the following features.

3.1. Participants

Since a key aspect of any study design is finding an appropriate sample size to have enough participants to produce statistically meaningful outcomes, the sample of this study comprised of 400 PhD male and female candidates from all over the country who had already sat for the English Proficiency Test (EPT) of Tehran Islamic Azad University Electronic Branch. Their age range was between 21 and 59 years old and about half of them were majoring in English studies (translation, literature and ELT). The detailed demographic features of the participants described above appear in Tables 1 to 3 below. As can be seen (Table 1), 257 of the participants were female and 143 were male. As mentioned earlier, English majors (41.5 percent) (Table 2) and the age range of 21-29 (48.8 percent) consisted the majority of the participants (Table 3).

Table 1

Gender Frequency

	Frequency	Percent	Valid percent	Cumulative percent
Male	143	35.8	35.8	35.8
Female	257	64.3	64.3	100
Total	400	100	100	

Table 2

Educational Major Frequency

	Frequency	Percent	Valid percent	Cumulative percent
English Language	166	41.5	41.5	41.5
Others	16	4.0	4.0	45.5
Humanitarian	86	21.5	21.5	67
Biology	38	9.5	9.5	76.5
Engineering	32	8.0	8.0	84.5
Agriculture	31	7.8	7.8	92.3
Arts	31	7.8	7.8	100
Female	257	64.3	64.3	100
Total	400	100	100	

Table 3

Age Frequency

	Frequency	Percent	Valid percent	Cumulative percent
21-29	195	48.8	48.8	48.8
30-39	115	28.7	28.7	77.5
40-49	59	14.8	14.8	92.3
50-59	31	7.8	7.8	100
Total	400	100	100	

3.2. Materials and Instruments

3.2.1. Instrument

In this study, the GCE questionnaire developed by Morais and Ogden (2010) was used. The methodology they used in their questionnaire design, as they report, was multifaceted, involving two expert face-to-face validity checks, detailed confirmatory and exploratory factor analyses with intricate datasets, and a series of three group interviews using nominal group method

to check the complexity of the global citizenship concept. Their findings supported a three-dimensional Continuum of Global Citizenship, which includes social responsibility, global competence, and global civic engagement. Both global competence and global civic engagement are important dimensions of global citizenship, and each has three credible subcategories that add to the construct's complexity. They used an 8-step method suggested by De Vellis (1991), which guided the scale-development phase. As said earlier, the multidimensional method included two expert face-validity tests, detailed confirmatory and exploratory factor analysis (CFA). The data was gathered from a sample of post-secondary North American students using series of interviews with nominal group techniques.

Morais and Ogden (2010) stated that although efforts should be ongoing to improve and adjust this scale, the scale is logically rooted and empirically validated and hence they suggest that it is a potentially valuable method that can be readily used in study and practice assessment outcomes in education abroad. To administer the above-mentioned questionnaire in Iran, it had to be translated in to Farsi. As such, to examine the reliability and validity of the translated questionnaire, upcoming analyses like Cronbach alpha, composite reliability or construct reliability and AVE (as the average variance derived, a measure of the amount of variance due to measurement error obtained by a construct in relation to the amount of variance) were carried out. The results, reported below, confirmed the validity and reliability of the translated questionnaire.

Table 4

CR, AVE, and Cronbach's Alpha for Global Interconnectedness and Personal Responsibility, Altruism and Empathy and Global Justice and Disparities

Construct	Cronbach's Alpha (Alpha > 0.7)	Composite Reliability (Cr > 0.7)	AVE (AVE > 0.5)
Global Interconnectedness and Personal Responsibility	0.825	0.884	0.656
Altruism and Empathy	0.774	0.869	0.688
Global Justice and Disparities	0.891	0.917	0.649

Table 5

CR, AVE, and Cronbach's Alpha for Intercultural Communication, Self-Awareness and Global Competence

Construct	Cronbach's Alpha (Alpha > 0.7)	Composite Reliability (Cr > 0.7)	AVE (AVE > 0.5)
Intercultural Communication	0.886	0.914	0.638
Self-awareness	0.831	0.888	0.664
Global Competence	0.751	0.857	0.667

Table 6

CR, AVE, and Cronbach's Alpha for Involvement in Civic Organizations, Political Voice and Glocal Civic Activism

Construct	Cronbach's Alpha (Alpha > 0.7)	Composite Reliability (Cr > 0.7)	AVE (AVE > 0.5)
Involvement in Civic Organizations	0.915	0.931	0.627
Political Voice	0.899	0.923	0.666
Glocal Civic Activism	0.794	0.879	0.709

3.3. Procedure

In order to address the problem in this study, the following procedure was carried out by the researchers. In line with the goal of the study, regarding the implementation of global citizenship education in Iran, we needed to have access to an appropriate sample of university students to measure the degree of their familiarity and engagement. PhD candidates in IAU being at the highest level of education, are involved in different everyday challenges, which are both local and global. In addition, they need to have acceptable knowledge of English language proficiency due to their university requirement to sit and pass the English Language Proficiency Test (EPT) before they graduate in all majors. Hence, our participants were pulled out from the entire EPT candidates from all over the country who had enrolled in an online prep course run by the Electronic Branch of Islamic Azad University. Obviously, we had to obtain the consent of the Islamic Azad University Electronic Branch of Tehran to have access to the intended participants.

According to Cochran (1977), when there is a large population and the degree of variability is not known, assuming the maximum variability, which is equal to 50% (p =0.5) and taking 95% confidence level with ±5% precision, the calculation for the required sample size in our study came to be up to 384. We decided to round the Cochran's infinite sample size of 384 into 400 to compensate for the possible losses. Therefore, the first 400 EPT candidates who took part in our online survey, after being briefed on the form and kind of the questions and on some possible ambiguous terms, consisted of the sample of our initial quantitative phase.

The Persian translated version of the GCE questionnaire of Morais and Ogden (2010) was the outcome of meticulous translations and back-translations. Prior to the administration of the questionnaire, some explanations were given in Persian regarding the GCE questionnaire and the confidentiality of their EPT score, as well as their demographic information.

They were also asked to answer the questions as accurately as possible in the given time of one day to be able to ponder deeply and to have enough time to fill out the questionnaire. Once the data was collected, we engaged in statistical analyses. Both descriptive and inferential statistics, including Analysis of Variance and linear regression, factorial analyses, correlation matrix, Stone-Geisser predictive index, and Pearson correlation, were carried out using the SPSS and Smart PLS software

3.4. Data Analysis

The gathered data from 400 participants were analyzed by the SPSS version 24, and the smart PLS version 3. Both descriptive statistics, including central tendency, standard variation and inferential ones such as normal distribution of the data and conceptual relationships in line with goals of the study were examined. More details are represented below.

At the first stage, we used skewness, Kurtosis and standard deviation to examine the variability and normal distribution of the gathered data. As many statistical methods, including parametric tests, need to verify the assumption of normality in this study, the Kolmogorov-Smirnov test was carried out to check the normality of the data. Since our distribution turned out to be not normal, we had to use none-parametric tests. For CFA or confirmatory factor analysis, it was necessary to check the fit indices to be able to support the new model to validate the scale structure under different settings and samples. Therefore, the goodness of fit index (GFI) was calculated to measure fit between the assumed model and the covariance seen matrix.

We also ran the Stone-Geisser analysis in order to make it possible to measure the Q2 value of Stone-Geisser (Stone, 1974; Geisser, 1974), which is an evaluation criterion for the cross-validated predictive significance of the Partial Least Squares (PLS) path model. PLS path modeling is considered as structural equation modeling (SEM) technique based on variance. This could make us sure that the gathered data was able to reflect the hidden variables of the structure to have enough valid and reliable results for this study. In order to examine the participants' awareness of GCE goals and English language Proficiency, correlation coefficient (r) of Pearson and linear regression were run. Finally, the analysis of the variance (ANOVA) was carried out to observe the relationship between the respondents' major of English Language and awareness of GCE goals.

4. Results and Discussion

4.1. Results

As discussed in full detail before, the Persian translated version of the GCE questionnaire by Morais and Ogden (2010) was filled out by the participants of this study. The descriptive statistics appear in Table 7. As it can be seen in the table, the mean of the global justice is 3.09, intercultural communication 3.71, involvement in civic organizations 3.18, political voice 2.92, global interconnectedness and personal responsibility 3.00 and the language score is 48.10.

As it can be seen in Table 8, all the significant values are equal to 0.000, ($p < .05$), and hence significantly deviate from normality. Therefore, non-parametric analysis of confirmatory factor analysis (CFA) was carried out to examine the relationships among the variables whose path models are presented below. The aim of confirmatory factor analysis was to test whether the data fit our assumed measurement model. The key benefit of CFA lies in its ability to assist researchers in bridging the gap between theory and observation. Standardized factor loadings are analyzed via the amount of correlation coefficient among the model inner structures. Factor loadings results should be equal to or more than 0.7, according to Hulland (1999), to confirm that the variance accounted for by the factors is more than the measurement error of the model to have acceptable reliability. The key point is that factor loadings less than 0.4 lead to the revision or omission of those factors (questionnaire questions) from the model. As seen in the following diagrams, the results are more than 0.4 in all of the factors of the questionnaire (Figures 1, 3, & 5).

The bootstrapping procedure for the significance of the path coefficient is used in Smart PLS 3.0 with a significant two-tail level of 5 percent. The statistical significance of the hypothesis is accepted if the t-values are greater than the critical value (1.96) and since the p-values were smaller than 0.05. As it can be seen below, all the relations of the model are significantly meaningful (Figures 2, 4, & 6).

Table 7

Descriptive Statistics of the Variables of the Study

Variable	Number	Mean	Standard Deviation	Minimum	Maximum	Skewness	Kurtosis
Global Justice	400	3.096	0.65	1.50	4.50	-0.002	-0.337
Altruism and Empathy	400	3.39	0.64	1.33	5.00	-0.181	1.079
Global Interconnectedness and Personal Responsibility	400	3.00	0.47	1.75	4.25	0.312	0.842
Self-Awareness	400	3.24	0.63	1.00	4.25	-0.961	1.334
Intercultural Communication	400	3.71	0.61	1.00	5.00	-1.486	5.103
Global Knowledge	400	3.27	0.77	1.00	5.00	-0.127	0.461
Involvement in Civic Organizations	400	3.18	0.65	1.00	4.50	-0.561	1.029
Glocal civic Activism	400	3.69	0.75	1.00	5.00	-0.686	1.586
Political Voice	400	2.92	0.74	1.00	1.33	-0.786	0.688
Language Score	400	48.10	27.46	27.46	95	-0.056	-1.282

Table 8

Kolmogorov-Smirnov Test of Normality

| Variable	N	Test Statistics	Sig	Result
Global Justice	400	0.082	.000	Not normal
Altruism and Empathy	400	0.140	.000	Not normal
Global Interconnectedness and Personal Responsibility	400	0.166	.000	Not normal
Self-Awareness	400	0.120	.000	Not normal
Intercultural Communication	400	0.144	.000	Not normal
Global Knowledge	400	0.126	.000	Not normal
Involvement in Civic Organizations	400	0.108	.000	Not normal
Glocal civic Activism	400	0.149	.000	Not normal
Political Voice	400	0.164	.000	Not normal
Language Score	400	0.179	.000	Not normal

Figure 1

Standardized Factor Loadings by Social Responsibility
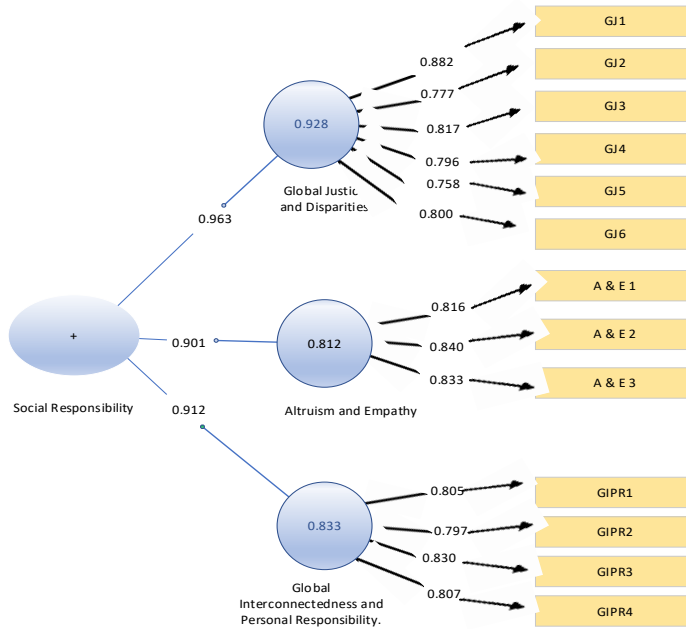
Figure 2

t-Value of the Model by Social Responsibility Factor
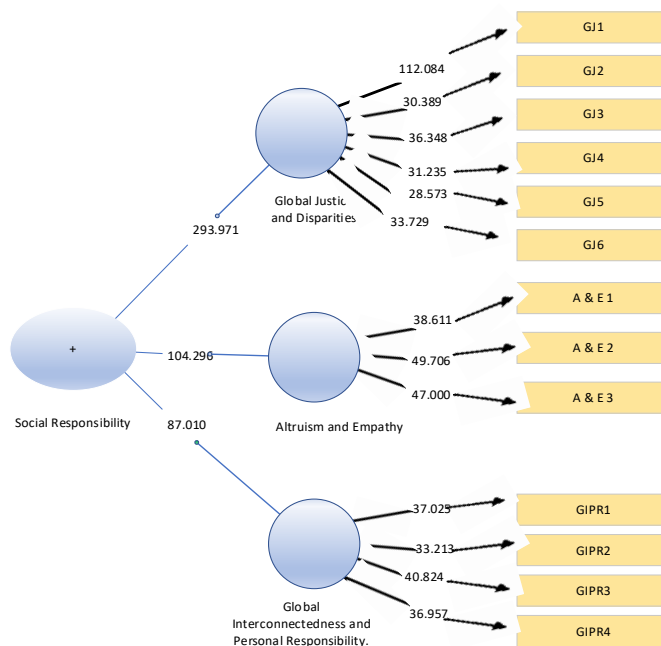
Figure 3
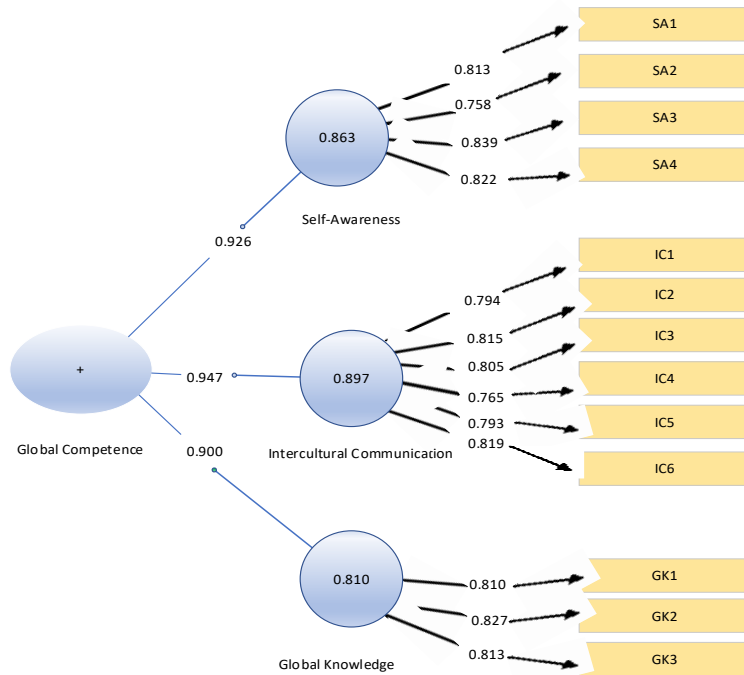
Standardized Factor Loadings by Global Competence

Figure 4

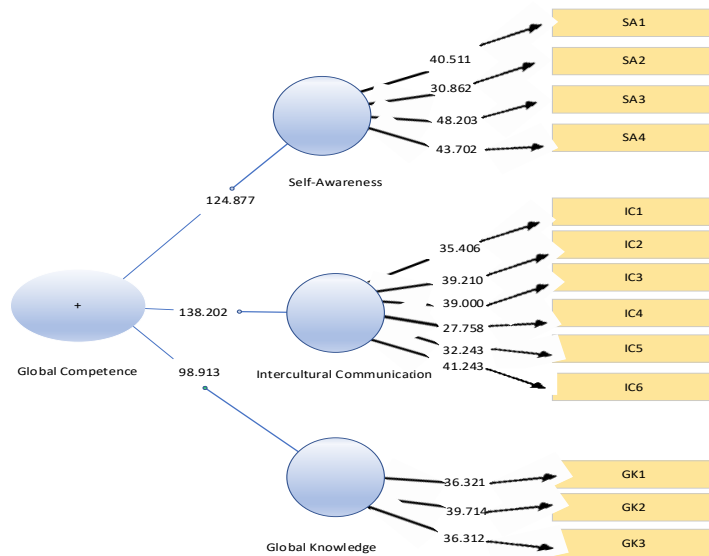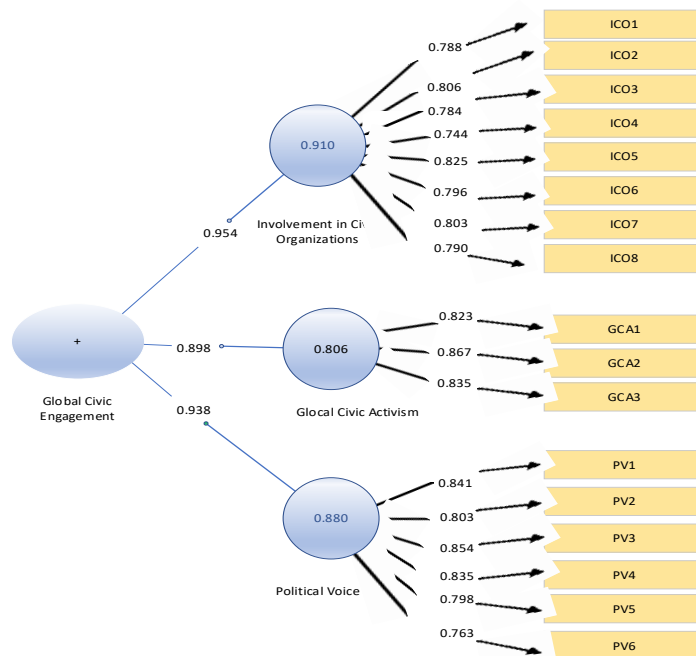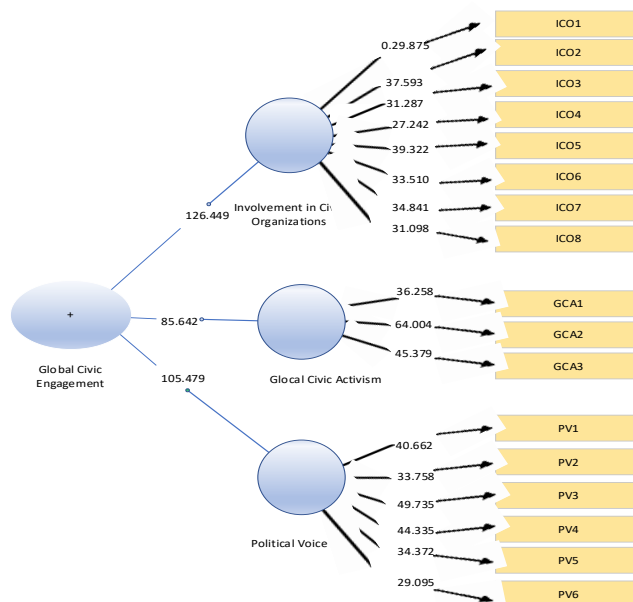*t-Value of the Model by Global Knowledge Factor*

Figure 5

Standardized Factor Loadings by Global Civic Engagement

Figure 6

t-Value of the Model by Global Civic Engagement

As it was mentioned above, the goodness of fit index (GFI) was run, which is the measure of fit between the model assumed and the matrix seen for covariance. GFI includes factors such as SRMR, which is defined as the difference between the seen correlation and the model-implied correspondence matrix. Therefore, it helps to assess the average magnitude of the variations between observed and anticipated correlations as an absolute measure of the (model) fit criterion. For SRMR, value less than 0.10 or 0.08 is considered a reasonable match (in a more conservative edition, see Hu and Bentler (1999). Henseler et al. (2015) present the SRMR as a good fit measure for PLS-SEM that is used to avoid misrepresentation of the model. D-ULS (i.e., the squared Euclidean distance) and d G (i.e., the geodesic distance) describe two different ways to measure this difference, as defined by Henseler et al. (2015). The NFI results in values between 0 and 1. The closer the NFI is to 1, the greater the fit. In general, NFI values above 0.8 reflect an appropriate match. Consequently, the NFI represents an incremental fit measure, and the results show the appropriate fitness for all factors, which are represented in Tables 9-11.

Table 9

Goodness Fit Test for Social Responsibility

Variable	Acceptable Range	Observed	Result
SRMR	Less than 0.08	0.078	Reasonable Match
d-ULS	Less than 0.95	0.824	Reasonable Match
d-G	Less than 0.95	0.392	Reasonable Match
NFI	More than 0.25	0.778	Reasonable Match
GOF	More than 0.25	0.573	Reasonable Match

Table 10

Goodness Fit Test for Global Competence

Variable	Acceptable Range	Observed	Result
SRMR	Less than 0.08	0.068	Reasonable Match
d-ULS	Less than 0.95	0.714	Reasonable Match
d-G	Less than 0.95	0.220	Reasonable Match
NFI	More than 0.25	0.800	Reasonable Match
GOF	More than 0.25	0.510	Reasonable Match

Stone-Geisser analysis was run to make it possible to measure the Q^2 value of Stone-Geisser (Stone, 1974 and Geisser, 1974), which is an evaluation criterion for the cross-validated predictive significance of the Partial Least Squares (PLS) path model. PLS path modeling is a structural equation modeling (SEM) technique depending on variance. We did so to be able to make sure that the gathered data was able to measure the hidden

variables of the structure to have enough valid and reliable results based on this study. Hensler et al. (2009) defined the values of 0.02, 0.15 and 0.35 as low, average and strong predictive norms for this test. In our study, the results showed strong predictive values for the main factors, namely *social responsibility, global competence, global civic engagement* and their sub-components (Tables 12-14).

Table 11

Goodness Fit Test for Global Civic Engagement

Variable	Acceptable Range	Observed	Result
SRMR	Less than 0.08	0.071	Reasonable Match
d-ULS	Less than 0.95	0.679	Reasonable Match
d-G	Less than 0.95	0.200	Reasonable Match
NFI	More than 0.25	0.759	Reasonable Match
GOF	More than 0.25	0.498	Reasonable Match

Table 12

Stone-Geisser Predictive Values for Social Responsibility Variables

Variable	Stone-Geisser Value	Status
Global Interconnectedness and Personal Responsibility	0.414	Strong Prediction
Altruism and Empathy	0.363	Strong Prediction
Global Justice	0.493	Strong Prediction

Table 13

Stone-Geisser Predictive Values for Global Competence Variables

Variable	Stone-Geisser Value	Status
Intercultural Communication	0.478	Strong Prediction
Self-Awareness	0.426	Strong Prediction
Global Knowledge/	0.332	Strong Prediction

Table 14

Stone-Geisser Predictive Values for Global Civic Engagement Variables

Variable	Stone-Geisser Value	Status
Involvement in Civic Organizations	0.498	Strong Prediction
Political Voice	0.513	Strong Prediction
Glocal civic Activism	0.396	Strong Prediction

In order to examine the awareness of GCE goals and English language proficiency, calculation of the frequency of the relationship between the mentioned variables or the correlation coefficient (r) of Pearson and linear regression were run as the related data normality was examined by the Kolmogorov-Smirnov test in advance. Finally, the analysis of the variance (ANOVA) was carried out to observe the relationship between the respondents' major English / Non- English, and the awareness of GCE goals. According to Table 15, the two variables of global citizenship education and language score were found to be strongly correlated, r (400) = .847, p < .05.

Table 15

Correlation Coefficient (r) of Pearson Between Global Citizenship Education and Language Score

| Variable	Description	Language Score
Global Citizenship Education	r	0.847
	p-Value	0.000
	N	400

As Tables 16 and 17 show, language score significantly predicted global citizenship education, $b = 0.011$, t (399) = 21.468, $p < .001$. Language proficiency scores also explained a significant proportion of variance in global citizenship education scores, $R^2 = 33.727$, F (1, 399) = 460.881, $p < .001$.

As a significant assumption of linear regression is the normal distribution of the residuals. The Kolmogorov-Smirnov Test was used to measures the distance between each data point's Cumulative Distribution Function (CDF) and what the CDF of that data point would be if the sample were distributed perfectly normally. If the statistical significance for all dependent and independent variables is more than 0.05, the data distribution is normal. As it can be seen in Table16 and Figure 7, statistical significance is more than 0.200 and the normal distribution of the data residuals is confirmed.

Table 16

Normal Distribution of the Residuals Kolmogorov-Smirnov Test

Test Statistic	df	Asymp. Sig
0.044	400	0.200

Figure 7

Normal Distribution of the Residuals
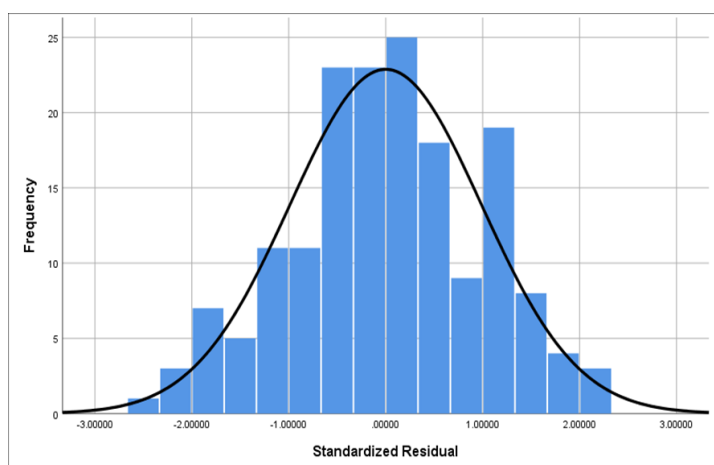
Table 17

Linear Regression Test for Global Citizenship Education and Language Score

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	33.727	1	33.727	460.881	0.000
Residual	29.126	398	0.073		
Total	62.853	399			

Table 18

Linear Regression Coefficient for Global Citizenship Education and Language Score

Model	Unstandardized Coefficients		Standardized Coefficients			
Constant	B	Std. Error		Beta	t	Sig
	2.746	0.027	1		100.557	0.000
Language Score	0.011	0.000	399	0.733	21.468	0.000

Dependent Variable: Global Citizenship Education

The model summary table describes the stability of the relationship between the model and the dependent variable. R, the multiple correlation coefficient, is the linear correlation between the seen and model-anticipated amounts of the dependent variable. Its large value (0.73) indicates a strong relationship and R squared, the coefficient of determination, shows that 53.7% of the variation in global citizenship education as the dependent variable is explained by language score of the model. Adjusted R Square is a "corrected" R Square statistic that fines models with large numbers of

variables. These statistics, beside the standard error of the estimate, are most useful comparative measures to select between two or more models. The Durbin-Watson statistics are used test statistics from a regression study to find out the existence of autocorrelation at lag 1 in the estimation errors. As seen in Table 18, this ratio equals to 2.039 showing none-auto correlation. If there is auto correlation in the model, variance and standard deviation statistics will be affected and will not allow us to analyze the model parameters correctly. Durbin-Watson statistics showed the trustable interpretation results for this study.

Table 19

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson Ratio
	0.733[a]	0.537	0.535	0.270	2.039

a.Predictors: (Constant), Language Score
b. Dependent Variable: Global Citizenship Education

A one-way between subjects' educational major (ANOVA) was conducted to compare the effect of different educational majors on global citizenship education. There was a significant effect of English language major on global citizenship education at the $p <.05$, $F =8.999$, $p = 0.020$.

Table 20

ANOVA Test for Global Citizenship Education and English Language Major

Majors	Mean	F	Sig
English Language	3.910	8.999	0.020
Others	2.800		
Humanitarian	2.990		
Biology	3.012		
Engineering	3.240		
Agriculture	3.300		
Arts	3.200		

4.2. Discussion

In the present study, our objective has been to investigate the general awareness of a group of Iranian university students about Global Citizenship values and targets and find out if it can be related to their English language proficiency. The idea was that English language learning, especially with a CLIL approach, can increase learners' knowledge about different cultures and peoples and their life experiences and hence foster social tolerance and

responsibility, which in turn, can increase their local and global competence and engagement.

Regarding the three main subcategories of GCE, the findings revealed different knowledge levels. As it was shown in Table 7, our participants, more than any other subcategory, are actively involved in intercultural communication (with a mean of 3.71) as one of the sub-dimensions of global competence. This construct is understood as having an open mind while actively searching to understand others' cultural norms and expectations and using this insight to communicate and work efficiently outside one's community (Hunter, 2004). This indicates that Iranian educated people find themselves interested in mutual cultural interactions and are willing to update their competence with the rest of the world. They welcome globalization and cultural differences, as they also want their cultural norms and values to be recognized by the people of other countries and cultures.

Glocal civic activism as a subcomponent of global civic engagement (with the mean of 3.69) stands in the next and second position of the Iranian graduate students' GCE measurement rank. This means that they would and do support marginalized people around the world, which can be interpreted as seeking equality among people of the world. This may root in the Iranian graduate students' desire for justice in the globalization process, which is logically interpretable because of their rich civilization and ancient history. This is what the findings of Mundy and Manion's (2008) study support stating that educators pay more attention to incentives for ongoing cooperation, creativity and knowledge exchange through global education and global citizenship education as early as elementary school level, where students build fundamental attitudes towards political engagement with the wider world.

Next came altruism and empathy (with the mean of 3.39). As a sub-dimension of the social responsibility construct of GCE, the participants showed that they respect diverse outlooks and they construct an ethic of social service to address global and local problems and issues. This shows their sensitivity and active participation in social responsibilities indicating how Iranian people generally and historically show a tendency towards altruism and empathy. Regarding the other mentioned factors of the questionnaire, we noticed that most of them were around the mean of 3.00, highlighting the fact that we need more education in these areas if we want to have globally-competent citizens.

Most interestingly, it became clear that they showed less interest in having a political voice (mean of 2.92), indicating the fact that politically they are not willing enough to participate in global interviews or be in contact

with international organizations in relation with global issues. The reasons for this need more investigation but it could be due to the political environment of our country afflicted by the severe international sanctions and conditions. The results confirm findings of Mehrabi (2014) who studied 'international economic sanctions, university life, and global citizenship education in the case of Iran in a descriptive work, indicating how international sanctions can have adverse impacts on civil rights in affected countries.

Regarding the relationship between GCE values and English proficiency, the results (Tables 16 and 17) further indicated that language score significantly predicted global citizenship education ($b = 0.011$, t (399) = 21.468, $p < .001$). This confirmed that the ones with higher English language proficiency tend to have higher level of GCE, which may be due to their involvement in global affairs via language learning experience and interactive relationships with people of the world. This is exactly why we think CLIL can have a lot to offer in enhancing the quality of English language learning experience through exposure to globalized content.

Language proficiency scores also explained a significant proportion of variance in global citizenship education factors ($R^2 = 33.727$, F (1, 399) = 460.881, $p < .001$). It can be clearly observed from the results that English language as lingua franca plays a significant role in the globalization process. Participants who had high language scores are probably more in contact with international contexts due to their language knowledge, and consequently feel more responsibility towards global issues. The analysis in Table 15 demonstrates the correlation between global citizenship education and language score (r (400) = .847, $p < .05$) confirming the above-mentioned predictive value.

Findings of this study also showed that there was a significant effect of English language field of study on awareness of global citizenship education at the $p < .05$, $F = 8.999$, $p = 0.020$ (Table 20). This is why participants having high GCE competency had higher proficiency in English language knowledge, which means that the ones who studied English language as their major and educational field were more globalized accordingly. In other words, adopting a Global Citizenship Approach to English teaching which allows for the integration of content and language as proposed by CLIL proponents offers a wider framework required for a full understanding of how learning a new language can be learning a new way of life. It helps learners to consider a variety of viewpoints, investigate how texts from diverse national, geographical, and cultural backgrounds can affect beliefs, perceptions and a sense of belonging (Oxfam 2015).

Findings of the study was similar to those of Sklad et al. (2016), that mentioned there is stronger awareness of the connections between local and global forms of social activities as a result of GCE. This is what was confirmed here students of higher language proficiency seem to be more aware of global citizenship values and targets. In addition, our findings confirmed the results of studies done by Mutch (2002), DiCicco (2016) and Ortloff (2011), who suggested that we need to take further steps towards making policies and raising awareness regarding the GCE oriented curricula.

5. Conclusion and Implications

Few people may disagree that the Covid-19 Pandemic has been the most glocal experience we have known in the recent times. It has dialoged with each and every one us individually amidst the commotion we hear as it wrestles with our planet. It has been the top story of all national and international news and people exchange their narratives on the social media. More than ever before, we are paying a very high price to learn how taking care of our *self* cannot be possible if we disregard the *others*. To be more considerate of others and treat them as we treat ourselves can lead to developing a global character sensitive to local features and contexts. To enhance global ethics, it is necessary to raise awareness in people of different cultures and regions that we are connected to each other and we either win together or lose together. We are all on the same boat, with our family, neighbors, fellow citizens, and other nations all around the world. With the experience of the pandemic, we now better understand the importance of global citizenship education which aims at increasing social responsibility, global competence and global civic engagement.

Findings of this study highlighted the important role of English language in the process of GCE. All ELT stakeholders need to pay special attention to accelerating the globalization process via English language medium, since we need to participate actively in GCE if we want to generate world-class content to introduce the ancient civilization and culture of our country and its people to the world. We strongly believe that by this medium, we can make our students ready for future challenges of the world as well as play an important role in the process of globalization.

In fact, these findings support the notion that foreign language classrooms tend to be the perfect location to promote the growth of global citizenship thanks to their cross-cultural nature as Guilherme (2002) puts forward:

Our future people will have to deal with the political, economic and social dynamics of demand for a more inclusive yet at the same time

more encouraging idea of citizenship education, and for this reason it is foreign language / cultural education that helps promote intercultural contact between people in multicultural communities and in the global world (p. 166)

The impactions of this study can be first for policy makers of our country at macro and micro levels. They need to realize that the world is going towards holistic education and for that purpose we need to immerse our young generation in the medium of this global transnational interaction. As such, English is not just another foreign language (EFL) anymore, but as the lingua franca (ELF) of the present time, it needs to be developed parallel to our standard language, Farsi. This extended ELF education can best be integrated with GCE which of course requires a substantial change of attitude towards these two topics also at the "field" level and among practitioners namely curriculum developers, syllabus designers and teachers in both the private and public sectors. A glocal perspective can mobilize all stake holders of ELT to reach out to play a more significant role in the education of the next generation who will have to be problem-solving not just for their own country and region but at a planetary scale. We need to understand how ELT and GCE can cooperate, thereby enhancing the ability to interpret one's own culture in the light of other cultures. This is exactly what CLIL focuses on in order to make the ground for global responsibility.

In the qualitative strand of our research, we are going to adopt an emic perspective and run individual and focus group interviews with some of our participants to investigate further how GCE can be more incorporated into our general and English language education system. In addition, we hope young enthusiastic researchers can pursue some of the new problematics we have come across during the course of our study.

A line of research can investigate how GCE has already transformed ELT materials and methodologies of the pioneering countries and how they have been able to adjust their attitudes accordingly. Another group of studies can investigate how glocal civic activism can take the form of charity centers where responsible citizens in addition to financial contributions can engage in conducting action research to directly address the day-to-day problems of their community at home, school, workplace, etc. The purpose can be to explore the possible forms activism can take depending on the context and agents involved. Finally, interventional studies can explore the efficacy of different types of CLIL in boosting different sub divisions of GCE especially altruism and political voice which are negatively impacted when people are under economic and ideological pressures.

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