

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA MINISTRY OF HIGHER
EDUCATION AND SCIENTIFIC RESEARCH**

AbdElhafid Boussouf University Center – Mila



Institute of Letters and Languages

Department of Foreign Languages

Section: English

**Algerian University Teachers' Perceptions of Integrating Global
Citizenship Education in EFL Oral Classes**

A Case study of University Teachers of English in Algerian Universities

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Didactics of Foreign Languages

Presented by:

Taif Chiraz

Supervised by:

Dr. Assia Azzioui

Board of Examiners:

Chairwoman: Dr. Boudjerida Messaouda

Supervisor: Dr. Assia AZZIOUI

Examiner: Dr. Krinat Noureddine

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Dedication

*In the name of Allah, the Most Gracious, the Most Merciful. All
praise and thanks are due to Allah alone, the Lord of all worlds, and may
peace and blessings be upon the Prophet Muhammad*

To my beloved parents,

*To my mother, whose prayers have been the quiet force behind every success, and whose love
has been my sanctuary.*

*To my father, you gave more than support; you gave yourself to this journey. I am endlessly
grateful for the strength you lent me when mine faltered.*

This journey belongs to you both as much as it does to me.

*To my cherished siblings; Imene, Melissa, Housseem and to my sister in law Kenza, your
constant encouragement, kindness, and strength have carried me through more than words
can express.*

*To my sweetest nephews, Anas and Yamane, whose joy and innocence brought light to even
the most difficult days.*

*And to dear my friends, you stood by me in moments of challenge and triumph alike. Your
loyalty, encouragement, and laughter carried me through storms I never imagined I could
weather. Thank you for being part of this chapter.*

*And last but not least I want to thank my dearest friend sila, who stood by me through
everything*

This dissertation stands as a reflection of the love, the sacrifices, and the belief in me.

This work is not only mine; it belongs to all of us.

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I am utterly grateful to the members of the jury, Doctor Boudjerida Messauda and Doctor Krifat Noureddine for the time devoted to examine this work.

I would also like to extend my sincere gratitude to all the teachers who took the time to complete the questionnaires.

Abstract

The concept of Global Citizenship Education (GCE) has recently gained prominence in the educational discourse due to the increasing global interconnectedness, especially in the field of English as a Foreign Language (EFL), as English is increasingly seen as the global language fostering international communication and understanding. A promising way to integrate global citizenship education is through Oral Expression Classes, where language learning can be combined with global awareness and intercultural understanding through global themes. The underpinning purpose of the present study is to explore Algerian university teachers' perceptions towards implementing global citizenship education in EFL oral classes. Within the context of this study, five research questions are raised: (1) What are the Algerian EFL university teachers' views and interpretations of Global Citizenship Education? (2) How do they perceive integrating GCE into their Oral Expression Classes? (3) How do they practice GCE in their Oral Expression classrooms? (4) What are the specific challenges and barriers they encounter when trying to implement GCE? (5) What strategies do they suggest to improve the teaching of GCE in EFL oral classes? To answer these research questions, and achieve the aim of our study, a questionnaire was administered to fifty-three Oral Expression teachers of English from eight Algerian universities, including Mila, Constantine, Jijel, Oran, Setif, Sidi Belabbes, Guelma, and Adrar. These teachers were selected based on availability and their experience in teaching Oral Expression. The major findings reveal that most teachers are aware of the concept of global citizenship education and support its integration into oral classes. However, not all teachers apply it fully in their teaching practices. Several challenges were identified, such as the lack of training, limited resources, and rigid course content. Drawing on the established findings, the study provides a set of implications and recommendations to help improve the inclusion of global citizenship education in Algerian EFL classrooms.

Key words: Global Citizenship Education, English as a Foreign Language, Oral Expression Classes, Teachers' Perceptions, Algerian Universities.

List of abbreviations and symbols

GCE: Global Citizenship Education

GC: Global Citizenship

EFL: English as a Foreign Language

OEC: Oral Expression Classes

OE: Oral Expression

UNESCO: United Nations Educational, Scientific and Cultural Organization

Q: Question

%: Percent

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General Introduction

1. Statement of the Problem

Global Citizenship Education has become an essential part of 21st-century education, gaining global significance in the light of recent studies, particularly in the context of English as a foreign language. Recent studies highlight that incorporating GCE into EFL oral classes not only improves language skills but also nurtures critical thinking, intercultural sensitivity, and civic engagement (Lourenço & Simões, 2021; Salem, 2021). This approach helps increase students' awareness of global challenges and encourages them to reflect on these issues, equipping them to become active, thoughtful participants in our interconnected world.

While the Algerian education system recognizes the importance of preparing students for global citizenship, the practical integration of GCE into university-level English Oral Expression Classes remains underexplored. Teachers' perceptions are crucial, as their understanding and attitudes toward GCE significantly influence its implementation (Hadjeris & Khoualdi, 2019). Challenges such as a lack of training, insufficient resources, and rigid curricula may hinder the effective incorporation of GCE themes into oral expression courses.

There is a need to investigate Algerian university teachers' perceptions towards the importance and ways of integrating GCE in EFL oral classes to understand their current knowledge, attitudes, and practices. This research would help identify potential barriers and opportunities for effective implementation of GCE in the Algerian higher education

EFL context. The research also helps raise awareness among students, teachers, and decision-makers about the importance of integrating Global Citizenship Education into EFL classes, aiming to develop students who are globally competent.

2. Aim of the Study:

This study aims to explore teachers' perceptions regarding the importance and integration of GCE in EFL oral classes, with a focus on understanding their current knowledge, attitudes, and classroom practices.

3. Objectives of the Study

This study sheds light on the Algerian university EFL teachers' perceptions regarding the integration of GCE into OEC. Moreover, it seeks to understand how these educators conceptualize GCE, how they implement its principles in their classrooms, and to uncover specific challenges and barriers they encounter when attempting to implement GCE into their Oral Expression sessions. Furthermore, the study identifies the strategies and support mechanisms that teachers believe would enhance effective GCE integration in the Algerian EFL higher education context, and how they believe it should be taught.

4. Significance of the Study

The significance of the present study is mainly derived from its focus on GCE as a crucial component of 21st-century education, particularly in the context of EFL. As language learning extends beyond linguistic competence to include cultural awareness and critical thinking, integrating GCE into Oral Expression classes fosters globally aware and engaged individuals. While research highlights the benefits of GCE in language education, its practical implementation remains underexplored, especially in Algerian universities. In this vein, the study expands our understanding of how Algerian university teachers perceive and implement GCE in EFL Oral Classes. The study also analyzes the challenges that may stand in the way of

its implementation. By highlighting the difficulties faced by instructors, the study is likely to contribute to addressing these obstacles and, in turn, enhance the teaching/learning process. Furthermore, identifying strategies that educators believe could facilitate the incorporation of GCE contributes to improving teaching methodologies and curriculum design. Ultimately, this study underscores the importance of preparing students to be active global citizens, promoting a more just and peaceful world through education.

5. The Research Questions:

Under the stated problem, this study seeks to answer the following questions:

1. What are the Algerian EFL university teachers' views and interpretations of GCE?
2. How do the Algerian EFL university teachers perceive integrating GCE into their OEC?
3. How do the Algerian EFL teachers practice GCE in their Oral Expression classes?
4. What specific challenges and barriers do these teachers encounter when attempting to incorporate GCE into their Oral Expression classes?
5. What strategies do the Algerian university EFL teachers suggest could facilitate more effective implementation of GCE in their teaching practices? (How do they believe GCE should be taught?).

6. Means of the Research

To answer the research questions, a teachers' questionnaire was administered to OE (Oral Expression) teachers of English in different Algerian universities, the questionnaires aims at gathering data about teacher's point of views towards implementing GCE into EFL Oral classes.

7. Structure of the Dissertation

This study will be divided into two parts; a theoretical part will be followed by a practical part. In the theoretical framework, there are two sections. On the one hand, the first section will elaborate on the first variable which is GCE. On the other hand, the second section will deal with the implementing GCE into EOC. In the practical, we will analyze and interpret the collected data from the teachers' questionnaire along with discussing the obtained results. By approaching the close of this dissertation, the findings will be summarized, conclusions will be drawn, recommendations for teachers will be listed, and future directions for further research on this topic will be suggested.

Chapter one: Conceptual Perspectives on Global Citizenship Education in EFL Context

Introduction

This chapter is an overview of GCE and how it relates to EFL oral classes. The chapter is divided into two sections; the first section focuses on explaining the concept of global citizenship education and how it is developed. It begins with giving clear definitions of global citizenship and Global Citizenship Education, followed by a discussion of its key principles and origins. The section also highlights the importance of GCE in the 21st century and presents important theoretical frameworks, including Oxfam's model, Andreotti's approaches, and UNESCO's framework. Additionally, it explores the place of Global Citizenship Education (GCE) in higher education generally, with a particular focus on the Algerian higher education context.

The second section is concerned with how Global Citizenship Education can be implemented in EFL oral classes. It started with defining oral proficiency and explaining how it is different from speaking in general. Then, it discusses the main characteristics of oral proficiency and its link to culture, communication, and critical thinking. This section also describes classroom dynamics, including the roles of students and teachers in oral classes influenced by GCE. The section ends up with exploring how oral skills and global citizenship can be combined, the challenges of integrating GCE in EFL settings, and the teaching strategies that support this integration.

Section One: An Overview of Global Citizenship Education

1.1.1 Global Citizenship

1.1.1.1 What is Global Citizenship?

The concept of global citizenship has been defined in various ways by scholars and organizations, each of which emphasizes particular aspects of identity, responsibility, and engagement. In recent years, the idea of global citizenship or cosmopolitanism in other words, has gained attention in academic discourse. Among the various definitions proposed, the one by Reysen and Katzarska-Miller (2013) who defined it as “awareness, caring, and embracing cultural diversity while promoting social justice and sustainability, coupled with a sense of responsibility to act” (Reysen & Katzarska-Miller, 2013, p. 860). This definition emphasizes both cognitive and behavioral dimensions, highlighting not only an understanding of global issues but also an active engagement in addressing them.

Global citizenship is the idea that individuals see themselves as members of a worldwide community beyond any single nation. As Dower and Williams (2002) noted, the concept originates in the notion of human beings as “citizens of the world”. In other words, global citizenship begins with a cosmopolitan mindset; one that recognizes a shared humanity and common fate across national borders. UNESCO likewise emphasized this broad belonging. Its 2015 guidelines described global citizenship as the feeling of being part of a larger community and shared humanity. They emphasized that individuals are connected to one another within their local or national contexts but also at the global level. Put simply, at its core, global citizenship means understanding that we are part of one world community; it implies seeing beyond narrow national identities and valuing ties between cultures and people everywhere.

Beyond this basic idea, official definitions elaborate what global citizens know and do. For example, UNESCO’s Global Citizenship Education framework described the attributes and

aims of global citizens in practical terms. UNESCO stated that “GCE cultivates the knowledge, skills, and attitudes needed to “live together peacefully on one planet”, by fostering tolerance, empathy, respect and a shared sense of belonging to a single global community”. In plain language, UNESCO’s definition means that global citizens understand global interdependence and practice values like human rights and peace. Another UNESCO source (the UN education portal) similarly explained that global citizens understand how local and global issues interlink and recognize political, economic, social and cultural interconnectedness. In effect, UNESCO framed global citizenship as an educational goal; learners are to become aware that what happens in one part of the world can affect people everywhere, and they should act with concern for all humanity.

Major international organizations additionally highlight the active dimension of global citizenship. For instance, OXFAM (2006, p. 5), the organization responsible for developing the global citizenship curriculum, described a global citizen as someone who:

- Knows about the wider world and understands his role within it.
- Respects and appreciates the diversity of people and cultures.
- Understands how social, economic, and environmental systems function globally.
- Dedicated to promoting fairness and social justice.
- Actively participates in community life on local, national, and global levels.
- Collaborates with others to build a more equal and sustainable world.
- Holds himself accountable for the impact of their actions.

This comprehensive definition by Oxfam (2006) covers the key features of a global citizen, emphasizing both awareness and action. It reflects an educational vision that goes beyond

academic achievement to include ethical responsibility, intercultural competence, and active participation in shaping a just and sustainable world.

In summary, key definitions of global citizenship, whether from international organizations or educators, stress similar themes. All agree that global citizens see themselves as part of a larger human community and understand the interconnectedness of people and places worldwide. They value diversity and respect the rights of others. Most importantly, they link knowledge with action, attempting to solve problems that cross national borders, such as poverty, injustice, and environmental threats.

1.1.1.2. Principles of GC

Global citizenship is built on seven key principles: human rights, fairness, cultural respect, environmental care, critical thinking, global awareness, and civic action. These ideas guide how we act in the world and help us build a fairer, more peaceful, and sustainable future.

1.1.1.2.1. Respect for Human Rights

To begin with, respecting human rights is essential for global citizenship. Global citizens believe that every person deserves basic rights and freedom, no matter where they live. They stand up against unfair treatment and support equality for all people (UNESCO, 2014).

1.1.1.2.2. Social Justice and Equity

Another key principle is promoting social justice and equity. Global citizens care about fairness and want to reduce inequality between people and countries. They support equal access to education, healthcare, and opportunities for everyone (Earth Charter Commission, 2000).

1.1.1.2.3. Cultural Respect and Diversity

Equally important is valuing cultural respect and diversity. Global citizens appreciate different cultures and traditions. They respect people's beliefs and ways of life and reject racism or prejudice (Lissah, 2023).

1.1.1.2.4. Environmental Responsibility

Caring for the environment is also a vital aspect of global citizenship. This means reducing waste, pollution, and protecting nature for future generations (Earth Charter Commission, 2000).

1.1.1.2.5. Critical Thinking and Awareness

Developing critical thinking and awareness is essential for understanding global issues. Global citizens are encouraged to ask questions, analyze global problems, and think for themselves. They seek to understand the world by considering different viewpoints (UNESCO, 2014).

1.1.1.2.6. Global Interconnectedness

Recognizing global interconnectedness helps in understanding how actions affect others worldwide. What happens in one part of the world can affect everyone. Global citizens understand that countries and people are connected through trade, technology, and the environment (UNESCO, 2014).

1.1.1.2.7. Participation and Civic Engagement

Lastly, active participation and civic engagement are crucial for making a positive impact. Global citizens get involved. They vote, volunteer, and speak up about issues that matter. They believe in taking action to make the world a better place (UNESCO, 2014).

1.1.2. Global Citizenship Education

GCE has become a global educational objective over the past decade, and has been defined in multiple ways by multiple experts and organizations. While definitions may vary slightly, they generally note values such as interconnectedness, global responsibility, human rights, and sustainability. According to UNESCO (2014), GCE is “a form of education that aims to equip learners of all ages with the values, knowledge and skills that are based on and instill respect for human rights, social justice, diversity, gender equality and environmental sustainability.” This definition highlights the powerful role of GCE in developing learners who are morally conscious and well-prepared. In the same vein, Oxfam (2015) describes GCE as an approach to “empowering young people to be active global citizens, focusing on building learners’ knowledge, skills, and values to engage with the world in ways that promote justice, peace, and sustainability”. So both UNESCO and Oxfam frame GCE as a practice for engaging and developing the socially accountable learner with knowledge about how to situate oneself in a world that is interconnected globally.

Tawil (2013), in an introductory note for UNESCO, elaborates on this idea by stating that “GCE encourages learners to reflect on their identity and responsibilities as members of local and global communities, and to actively respond to the complexities of modern global life”. This definition emphasizes personal reflection and social responsibility, suggesting that GCE is not only about learning content but also about shaping character and ethical awareness. In the same vein, Gaudelli (2016) conceptualizes GCE as “a perspective on education that foregrounds interconnectedness, shared humanity, and collective responsibility for solving global problems.” His view stresses the relational aspect of global citizenship, where learners are asked to regard themselves as part of the human community as a whole and share responsibility in creating solutions to problems like climate change, inequality, and conflict.

All of these definitions combined clarify that global citizenship education is more than simply teaching about the world; it is about preparing learners to live in and act within it responsibly. Whether the focus is on rights and values (UNESCO), empowerment and participation (Oxfam), identity and responsibility (Tawil), or human interdependence (Gaudelli), they all share the same identification; that GCE strives to develop citizens with a global mind, who are informed, empathetic, and active.

1.1.3. Global Citizenship Education Origins and Evolution

GCE has historical roots that trace back to the decades following World War II. Scholars note that the concept grew from a post-war awareness of global interconnectedness and peace efforts (Heggart, 2024). For example, UNESCO's founding belief was that "wars begin in the minds of men" and that education must be a vehicle for building peace (UNESCO, 2025). In 1953, UNESCO started the Associated Schools Project to provide educational opportunities for students to learn about living not only in their specific geographic location but as part of a world community. These early programs began to prepare the ground for popularly accepted ideas about global citizenship education.

In later decades, especially in the late twentieth century, growing globalization made GCE more important (Heggart, 2024). By the early 2000s, educators and organizations began defining GCE more clearly. For instance, Oxfam (2006) described GCE as education that equips students for active engagement in a "fast-changing and interdependent world". UNESCO also formalized the concept; its 2014 report defined GCE as teaching the knowledge, values, and skills needed to build "a more just, peaceful and sustainable world". In 2015, UNESCO published the first official curriculum guidance produced by a United Nations agency for GCE to assist schools in developing courses that included global citizenship as part of the curriculum. GCE is now included in the multiple components constituting the United

Nations Sustainable Development Goals for 2030, evidence of its widespread endorsement in current schooling throughout the globe.

1.1.4. Importance of Global Citizenship Education in 21st century

The 21st century is characterized by rapid globalization, increased mobility, digital communication, and growing interdependence among nations. In this light, GCE has become a vital component of modern education systems. GCE responds to the urgent need for learners to develop not only cognitive skills, but also values such as respect, tolerance, and responsibility towards others across the globe (UNESCO, 2015). These qualities are considered essential for individuals to navigate and contribute positively to today's complex and diverse world.

A major reason for GCE's growing importance is its alignment with global challenges. Global issues, such as climate change, migration, inequality, and conflict, necessitate global awareness and cooperation. Banks (2008) argued that education in the 21st century must contribute to students developing a global sense of consciousness and also prepare students to be active citizens in a diverse and democratic society. GCE seeks to encourage learners to think beyond national borders and carefully engage with challenging global issues.

Moreover, the 21st-century workplace values intercultural communication, critical thinking, cooperation, and adaptability. Oxfam (2015) notes that "Education for Global Citizenship is important as it prepares young people for a global job market by developing understanding of the interconnectedness of the world and the competencies needed to engage in a cross-cultural context.". These skills are especially important in higher education, where students are expected to be global thinkers and socially responsible citizens.

GCE also engages with the United Nations' Sustainable Development Goals and its 4.7 goal, which outlines the necessity to ensure that all learners acquire the knowledge and skills

needed to help promote sustainable development, human rights, gender equality and equity, peace, and global citizenship (United Nations, 2015). In this way, GCE is about both academic learning and also about shaping values and attitudes that could work toward a more equitable and inclusive world.

In the field of English language education, GCE holds special relevance (Putranti, 2021). English is often seen as a global language, and EFL classrooms offer a natural setting for discussing global topics and developing intercultural awareness. As Cates (2004) explains, teaching English can be an opportunity to engage students with global issues and promote peace and international understanding. For Algerian university students, integrating GCE into Oral Expression courses can provide meaningful content for language practice and help them become more informed and responsible global citizens.

In summary, GCE is of great significance in the current century since it prepares learners with the values, knowledge, and skills to tackle global challenges and participate meaningfully in a connected world. For educators, notably those in EFL contexts, integrating GCE is considered a pedagogical opportunity and moral responsibility.

1.1.5. Theoretical Framework of Global Citizenship Education

GCE is rooted in a variety of theories and research, including OXFAM's model of GCE, Andreotti's critical and soft GCE approaches, and UNESCO's conceptual framework.

1.1.5.1. Oxfam's Model of Global Citizenship Education

In addition to its definition, Oxfam has developed a comprehensive model of GCE that focuses on three main elements: Knowledge and Understanding, Skills, and Values and Attitudes, the key elements required to foster global citizenship among learners. Rather than treating GC as a separate subject, Oxfam integrates it across the curriculum, encouraging

learners to explore global issues like poverty, inequality, and climate change. Students are guided to think critically, communicate effectively, and work collaboratively, while developing empathy, respect for others, and a belief in their ability to make a positive difference. Through this holistic approach, Oxfam aims to empower learners to become active global citizens who are informed, thoughtful, and ready to contribute to a better world (Oxfam GB, 2015).

1.1.5.2. Andreotti's Critical and Soft Global Citizenship Education Approaches

Vanessa Andreotti (2006) differentiates between soft and critical GCE approaches. The soft approach is primarily concerned with fostering empathy, charity, and understanding across cultures. It may involve going on missions to help those less fortunate, fundraising to assist those needy, or typical volunteerism. However, the soft approach is an oversimplification and often ignores complex systemic issues that need addressing. Finally, the soft approach can risk spreading stereotypes or encouraging an overprotective attitude towards others.

In contrast, the critical approach encourages learners to examine the root causes of global inequalities, oppression, and understand their complexities by emphasizing critical thinking, self-awareness, and social justice. The critical GCE helps empower students to challenge unjust structures, rather than just dealing with symptoms. The goal is to empower learners to address complexity in their understandings of global issues, and contribute toward better-informed and responsible global citizenship.

1.1.5.3. UNESCO's Conceptual Framework of Global Citizenship Education

UNESCO considers GCE as an essential way to prepare learners to live responsibly within an interconnected and diverse world. It identifies three dimensions of GCE: cognitive, socio-emotional, and behavioral.

First, the cognitive dimension provides learners with an understanding of global issues and of how people and places around the globe are connected. Second, the socio-emotional dimension provides learners with values such as empathy, respect, and a sense of shared humanity. Lastly, the behavioral dimension empowers learners with the skills and the confidence to take action and make a positive change in communities and beyond. (UNESCO, 2015).

Together, all three dimensions work together to produce individuals who are informed and motivated to facilitate change in conditions for a more equitable, peaceful, and sustainable world.

1.1.6. Global Citizenship Education in the Algerian context

In Algeria, GCE is slowly being included in schools and universities. This reflects Algeria's efforts to follow global educational changes while also respecting its own history and social needs. In the past, citizenship education mainly focused on teaching students about national identity and civic duties, especially after years of political conflict (Mami, 2020). Today, however, new educational policies have started to include more global ideas, such as human rights, cultural diversity, and sustainability (El Hadi & Kamel, 2024). For example, recent studies show that English language textbooks used in Algerian secondary schools now include topics related to global citizenship. These topics help students think critically and understand the world beyond their borders (Sahli & Belaid, 2022). Even though this is a positive step, there are still challenges. Teachers need better training, and schools need to adopt teaching styles that encourage discussion and reflection about global issues (Mami, 2020). Overall, Algeria is trying to prepare students to be thoughtful, responsible global citizens who can help make the world more fair and peaceful.

1.1.7. Global citizenship Education in the Higher Education Context

In higher education, GCE plays an important role in preparing students for life in a globalized world. Universities are not just learning spaces for students to acquire facts; they are also responsible for shaping responsible and active citizens. GCE in universities helps students understand global issues like climate change, inequality, migration, and peace (UNESCO, 2015). It also encourages them to think critically, respect cultural differences, and become more aware of their responsibilities as members of a global community (Bourn, 2014). Through courses, projects, and international programs, students learn how to connect local and global actions and understand how their studies can help solve global problems.

Many universities now include GCE in their mission and curriculum to promote global awareness and social responsibility. For example, some universities offer community engagement activities, study-abroad programs, and courses on human rights or global justice. These experiences help students build values like empathy, respect, and cooperation (Andreotti, 2011). According to UNESCO (2015), GCE in higher education should not just be about theory but should also guide students to take action and make a positive impact. In this way, GCE supports the idea that universities should develop not only skilled workers but also global citizens who care about building a more peaceful and fair world.

Section Two: Implementing Global Citizenship Education in EFL Oral Classes

1.2.1. Oral Proficiency Definition

Oral proficiency is one of the most important skills to be developed in any language because using language means communicating with someone. In simple terms, oral proficiency involves the ability to express thoughts and ideas clearly and appropriately

through spoken language in a way that others can easily understand. As stated by Maxom (2009, p.183), “speaking is the ability to produce sound or words to express, to state, and to show thoughts, ideas, and feelings”. Clearly, speaking is not simply about the production of sounds or words. Speaking is also about using a tool or method to express thoughts and feelings to others. Therefore, speaking is not only just producing sounds or words but also acting as a tool for conveying thoughts and feelings to someone else.

Chaney (1998, p.13) gave another definition of speaking, defining it as “the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts”. In other words, speaking is the process of constructing and sharing meaning through spoken words along with gestures and body language, where communication takes place in meaningful ways for various simulated authentic settings or reality.

Nunan (1991) states that, along with three other essential language skills, speaking is how individuals exchange information, and it is important that meaning is conveyed accurately and fluently through the use of appropriate language. This is supported by communicative competence. Speaking also can facilitate negotiating meaning and developing mutual understanding between conversation interlocutors.

Hedge (2000, p.261) views speaking as “a skill by which people are judged while first impressions are being formed. This suggests that speaking is an important people should think about when using a foreign or second language, and it is even truer for language learners, because it reflects their opinions and their personal identities. Furthermore, Cameron (2001) stated that, the main purpose of speaking is to convey a speaker's thoughts and feelings through language. Therefore, to speak in real-life interactions means to not simply reproduce spoken language from written language. Rather, it involves applying suitable social and contextual knowledge to express one’s intended ideas and thoughts effectively.

Based on the definitions provided, speaking may be seen as a process of communicating ideas and thoughts, sharing emotions, and conveying information through verbal language (working with words, voice, etc.) and non-verbal means (utilizing body language or gesture).

1.2.2. Key Features of Oral Proficiency

In the EFL context, a main goal for teachers is to develop their learners' oral proficiency. To achieve this, they need to select activities that evoke a balance between fluency and accuracy, as these two features are the key criteria for evaluating speaking proficiency. According to Torres (1997), both fluency and accuracy are important for teaching and assessing spoken language. He suggests that accuracy can be assessed by examining aspects such as vocabulary, grammar, and punctuation, while fluency can be assessed through the way the language is used, including mechanical and evaluative speaking skills. Accuracy and fluency are both essential to help speakers deliver a message coherently and appropriately, over the natural rhythm of conversation, so both are necessary for successful interaction and communication.

1.2.2.1. Fluency

Fluency is the individual's ability to purposeful communicate smoothly and cohesively through connecting words and phrases, producing the accurate sounds of the language, and appropriately using stress and intonation (Hedge 2000, in Leong & Ahmadi, 2017). Thanh (2020) stated that fluency has an important role in communicating more smoothly by reducing pauses that result from thinking about grammar rules or translating from one's native language to English. Thanh also emphasized that learners should fluently respond to input from others or instructional materials.

1.2.2.2. Accuracy

The importance of accuracy in the language teaching and learning process is significant to the learners' ability to have fluency in speaking (Leong & Ahmadi, 2017). Accuracy is defined as the careful employment of language which ensures grammatical correctness and structural completeness across a variety of language features such as syntax, pronunciation, and the sentence formation (Mazouzi, 2013)

1.2.2.3. Grammar

Grammar plays an important role in mastering any language. It refers to a system of rules that regulates the elements of language (Purpura, 2004). It comprises the rules that determine how language is formed and organized. As language users learn grammatical rules, they can improve their speaking abilities by producing clear, coherent, and accurate sentences, thus helping the audience successfully encode a message. Grammar is viewed as the comprehensive framework of a language, which includes both syntax (the rules that determine word order and sentence structure) and morphology (the rules that guide the formation and structure of words). It is important to recognize that the grammar of writing is different from the grammar of spoken language. Thornbury (2005) identified several key features of spoken grammar:

- The clause is the basic unit of construction.
- Non-clausal elements are commonly used, such as fillers (e.g., Mm, No, uh, huh, yeah).
- Direct speech is usually preferred.
- Ellipsis is frequently employed.
- Performance characteristics, such as hesitation, repetition, false starts, and incomplete sentences, are commonly found in spoken grammar.

1.2.2.4. Vocabulary

A strong vocabulary is essential for effective communication, as it allows speakers to express themselves more precisely and with greater impact, since Communication would be impossible without having an adequate vocabulary. Rohmatillah (2017) emphasized that effective communication in a second language is challenging without a solid vocabulary foundation. Therefore, the primary aim of teaching vocabulary is to enable students to express their thoughts, ideas, and desires confidently, using the correct vocabulary. Wilkins (1972, p. 111-112) argued that "while very little can be conveyed without grammar, nothing can be conveyed without vocabulary." In this regard, even learners with a strong grasp of grammar will struggle to communicate effectively in any language if they do not sufficiently master its vocabulary.

1.2.2.5. Listening Ability

Developing listening skills is so important for EFL learners to enhance their speaking abilities. As Doff (1998, as cited in Leong & Ahmadi, 2017) noted, successful communication depends on understanding spoken language. Without getting what is being said, students are unable to react appropriately. Furthermore, when learners speak, they produce meaningful expressions that naturally invite responses or feedback from others, something made possible through effective listening (Tuan & Mai, 2015). As Mazouzi (2013) explains, spoken interaction naturally combines listening and speaking, reflecting authentic language use.

1.2.2.6. Pronunciation

Pronunciation can greatly influence how well a speaker is understood by others (British Institute, n.d.). It is viewed as how sounds and utterances are produced during interaction and communication with others. Additionally, it looks at how terms are articulated by speakers in

conversational settings. According to Redmond and Vrchota (2007), pronunciation involves delivering words in a way that is commonly understood by listeners. As such, effective communication cannot occur if the speaker's pronunciation is inaccurate and the listener cannot understand what is being said. So, as learners become acquainted with a few of the necessary layers of pronunciation, such as intonation, rhythm, tone, and stress, they will construct pronunciation that allows for successful and effective communication.

1.2.3. The Interrelation between Oral Proficiency and Cultural Contexts

Oral proficiency and culture are closely connected, especially in language learning. To speak a language proficiently, learners must know more than just the rules and vocabulary; they must also understand the cultural context behind the words. According to Kramsch (1998), "language is not merely a tool for communication but a means of expressing cultural identity." (Ahmed, 2023). This means that when EFL learners speak, they are also expressing cultural values, beliefs, and social norms. Without cultural awareness, learners may struggle to use the language appropriately in real-life situations. As Byram (1997) explains, successful communication involves both linguistic skills and cultural understanding. Therefore, developing oral proficiency requires learners to be familiar with the ways people interact, behave, and express themselves in different cultural settings.

1.2.4. Oral proficiency and Critical thinking

In language learning, oral proficiency is closely related to critical thinking. Being able to speak fluently and clearly is important, but learners also need to think deeply and respond thoughtfully during conversations. Paul and Elder (2008) argue that critical thinking helps learners analyze ideas, ask questions that matter, and give logical answers. This makes their spoken communication more purposeful and engaging. When students speak in class,

especially in discussions or debates, they are not only practicing language but also using their reasoning and problem-solving skills. As Facione (2015) points out, critical thinking reinforces clarity of expression, which is a major component of oral communication. Thus, enhancing oral proficiency also involves being able to think critically and express ideas in a well-structured way.

1.2.5. Oral Proficiency and Communication

Oral proficiency is a key part of successful communication, especially in second language learning. Learners who can speak clearly and confidently are more likely to express their ideas effectively and participate in meaningful conversations. According to Richards (2008), oral proficiency involves more than just correct grammar it includes fluency, pronunciation, and the ability to adapt speech to different situations. Without strong oral skills, communication can break down, leading to misunderstandings. Goh and Burns (2012) also emphasize that speaking skills are essential for building relationships, sharing knowledge, and participating in social and academic life. This shows that oral proficiency is not only about speaking correctly, but about connecting with others through language.

1.2.6. The Classroom Dynamics in EFL Oral Expression Sessions

In EFL oral expression classes, classroom dynamics are shaped through both interaction and students' active roles in preparing, planning, and participating in speaking tasks. Students who take responsibility for their learning, by preparing content, engaging successfully in discussions, and collaborating with their peers, will gain greater communication skills and confidence. As Richards (2015) explains that when students are actively engaged in speaking activities, they can more easily become autonomous with the language and motivated to improve their proficiency. Moreover, in the context of GCE, oral classes offer a valuable space for students to explore global issues, express opinions, and practice respectful dialogue.

In this setting, teachers act not just as language instructors but as facilitators of global learning. According to UNESCO (2015), global educators guide learners to think critically, communicate across cultures, and engage with the world responsibly, skills that are deeply rooted in oral expression. Therefore, the effectiveness of EFL OEC depends on both student engagement and the teacher's ability to create a meaningful, globally informed learning environment.

1.2.6.1. The Students' Roles in the EFL Oral Expression Classes

In EFL OEC, students are expected to fulfill two primary responsibilities: first, engaging in thorough preparation by reviewing relevant materials prior to class; and second, actively participating during class sessions to practice and enhance their speaking skills.

1.2.6.1.1. Preparation and planning

Planning is an essential stage of the effective language learning process. Skehan (1998) defines planning as the ability to prepare for upcoming tasks through exploring the meaning, assessing available resources, and executing plans. In this process, learners organize and evaluate their knowledge in anticipation of classroom tasks. Cook (2000) follows this idea by stating that advance preparation will allow learners to engage more successfully in following classes when assessing and organizing prior knowledge. Levelt's (1989) model of speech production recognizes three steps: conceptualization (the content of the message). Formulation (the selection of appropriate linguistic structures), and Articulation (the physical production of speech). Participating in classroom activities can be difficult for learners, especially if they have limited proficiency. However, providing opportunities for students to plan both the linguistic and propositional aspects of upcoming tasks can overcome these difficulties. Yuan and Ellis (2003) found that such planning allows learners to move beyond processing limitations, resulting in better performance. Bygate (2002) took a similar stance,

arguing that students could achieve a fluent oral performance if they have adequate opportunities for planning and rehearsal things ahead of time.

1.2.6.1.2. Participation

Active participation plays a key role in EFL speaking classes, but many students still hesitate to take part, which slows down their language learning. Jenkins (2008) pointed out that this kind of hesitation can interrupt the flow of the lesson and make it harder for teachers to support active learning, which in turn limits students' progress in speaking skills. This lack of participation is often linked to personal factors like being introverted or having a fear of being judged, and teachers need to understand and respect these differences. Still, when students avoid speaking, it negatively affects how well they improve their oral skills. Brown (2000) highlighted that good language learners are usually those who are not afraid to take risks, try new ways of using the language, and accept that making mistakes is part of learning. He also warned that waiting to speak only when one is sure of being completely correct can mean missing out on valuable chances to communicate. That's why creating a classroom atmosphere where students feel safe to take risks and focus more on learning than on being perfect is important for helping them become better speakers.

1.2.6.2. The Teachers' Roles in the EFL Oral Expression Classes as Global Teachers

According to Harmer (2007), teachers have three essential roles in EFL oral classes: prompter, participant, and feedback provider. As prompters, teachers give gentle hints to students who are stuck or lacking confidence, so that these learners can continue without taking over the conversation. As participants, they join in activities like discussions, debates, or role-playing with their students to motivate students to speak more, but they do so carefully to avoid taking the spotlight from the learners. Harmer (2007) mentions a third role teachers can play

in EFL speaking classes, a feedback provider role. As feedback providers, teachers focus on what students say, as well as the manner in which they say it, providing valid and justified constructive feedback that allows them to continue to progress in their ability to speak. However, in actuality and even with these active roles, many teachers still prefer a more traditional means, for example, watching students' presentations or role-plays. They usually stay in the background, watch quietly and silently, and wait until the completion of the activity, and then begin offering feedback or correcting mistakes after students finish speaking (Harmer, 2007).

1.2.7. The Intersection between Global Citizenship Education and EFL Oral Classrooms

The relationship between GCE and EFL Oral classes comes from their shared goals, like improving communication, critical thinking, and intercultural understanding. GCE helps students become active, responsible, and informed global citizens by raising awareness about global issues, human rights, and cultural diversity (UNESCO, 2015). In EFL classes, these goals can be included naturally through communicative language teaching, which focuses on interaction, dialogue, and putting students at the center of learning. Osler and Starkey (2006) believe that language learning is a strong way to build democratic values and intercultural understanding because it allows students to express ideas, learn from other views, and think deeply about social issues. Byram's (1997) model of intercultural communicative competence supports this connection by showing how important it is to have attitudes such as curiosity and openness, and the ability to understand and connect different cultural points of view. These skills can be developed through speaking tasks in class. Activities like debates, role-plays, and discussions on global topics help students improve their speaking while also learning to be more empathetic, reflective, and aware of their role in the world (Byram, 2008). In Algeria, Salem (2021) found that university teachers saw GCE as very useful in

oral expression classes and said that talking about global issues helped students become more fluent and more aware of civic values. In the same way, Wu (2020) explains that English, as a global lingua franca, is a good way to support global citizenship by helping students see different perspectives and talk about international problems. So, bringing GCE into EFL speaking classes not only builds language skills but also supports global understanding and responsible behavior, important goals for today's learners.

1.2.8. Challenges of Integrating GCE in EFL Classrooms

Despite the recognized importance of Global Citizenship Education in EFL classrooms, Algerian teachers often face several challenges when trying to implement its principles in practice.

1.2.8.1. Lack of Teacher Training and Resources

Effective implementation of GCE requires educators to be knowledgeable about its concepts and equipped with appropriate teaching materials. However, many Algerian EFL teachers have limited exposure to GCE during their training and lack access to resources that facilitate its integration into the curriculum. This gap in knowledge and materials makes it challenging for teachers to confidently incorporate GCE themes into their oral expression classes (Salem, 2021).

1.2.8.2. Educational System Challenges

The traditional educational framework in Algeria emphasizes certain learning and teacher-centered approaches, which can hinder the adoption of GCE's principles and student-centered methodologies. This system often lacks the flexibility needed to explore global issues critically, limiting opportunities for students to engage in meaningful discussions that GCE promotes (Salem, 2021).

1.2.8.3. Cultural Sensitivities and Resistance

GCE generally includes conversations about global issues, critical thinking, and challenging traditional norms sometimes taboo topics in some societies for instance, LGBTQ community rights. In conservative societies like Algeria, such debates may be interpreted as harming traditional values, eliciting opposition or sensitivity from both educators and students. There is concern that GCE will introduce foreign ideals that contradict local cultural and religious values, making educators hesitant to fully accept its concepts (Salem, 2021).

1.2.8.4. Students' Engagement and Perception

Students may be hesitant to engage with GCE themes because they are unfamiliar or believed to be irrelevant to their area of study. This can be attributed to a lack of awareness about global issues and the skills needed to navigate them, as well as to educational practices that do not encourage critical thinking or active participation (Khaldi, 2021).

1.2.9. Teaching Strategies in Implementing Global Citizenship Education in EFL Oral Classes

Within the field of EFL, OEC stand out as particularly suitable spaces for implementing GCE. These classes emphasize interaction, communicative competence, and learner autonomy, all of which align closely with GCE principles (Osler & Starkey, 2005). Oral communication activities such as discussions, debates, and presentations provide authentic opportunities for learners to explore complex global topics, reflect on diverse perspectives, and express themselves critically in a foreign language. When learners engage with real-world issues through English, they improve both their fluency and also build the values and dispositions of active global citizens (UNESCO, 2022).

1.2.9.1. Project-based learning

Several teaching strategies have been identified in the literature as effective means of integrating GCE into EFL oral classes. One widely recommended approach is project-based learning, where students collaborate on research-based assignments that can include global issues such as climate change, gender equality, global citizenship, or human rights, and many more. At the final stages of these group projects, students will be required to deliver oral reports and present group-led discussions based on their global issue of the project. This would allow students to focus and deliberate linguistic development, while also practically engaging with global issues of concern (Salem, 2022).

1.2.9.2. Debates and Discussions

Debates and structured discussions are also key strategies, as they allow learners to articulate and defend their opinions, listen to others, and consider multiple viewpoints, all of which are foundational skills in democratic and intercultural education (Osler & Starkey, 2005).

1.2.9.3. Role Plays

Another significant strategy is the use of role-plays to put students in real-life situations, like a Model United Nations meeting or a group of international students negotiating. These activities encourage empathy and intercultural understanding, helping students to “step into someone else’s shoes” and consider the ethical dimensions of global challenges. According to Salem (2022), Algerian university teachers who used role-plays reported that such methods were highly effective in encouraging student participation and facilitating the integration of global values.

1.2.9.4. Integration of Authentic Multimedia Materials

A further strategy that supports GCE goals is to use real multimedia materials in the classroom. Things like international news videos, documentaries, TED Talks, interviews, and

podcasts can give students the chance to hear different global views and voices. These materials can be great starting points for class discussions, listening tasks, or speaking activities where students express their thoughts. They also help students make connections between classroom learning and real-world issues, which can make lessons more interesting and meaningful (UNESCO, 2022). In fact, teachers in Salem's (2022) study stated that students became more involved and curious when the lessons included current and globally important topics.

1.2.9.5. Collaborative Intercultural Exchanges

Collaborative intercultural exchanges, whether face-to-face or virtual, represent another powerful strategy. Through online platforms and classroom partnerships with students from different countries, Algerian EFL learners can participate in intercultural dialogues, share cultural experiences, and collaborate on common projects. Such encounters foster linguistic competence while developing GCE aims such as respect for diversity, open-mindedness, and global solidarity (Andreotti, 2006). While these exchanges may not yet be widespread in Algerian universities, their potential has been recognized by both local educators and international policy-makers (UNESCO, 2022).

Conclusion:

To conclude, GCE is an important approach that helps learners become more aware of global issues, respect cultural diversity, and think critically about the world around them. Due to the rise in international travel, student exchange programs, migration, global job opportunities, and the spread of technology and media, the necessity to integrate GC in education has increased to help learners adapt to diverse cultures, communicate across borders, and understand global responsibilities. EFL Oral Expression Classrooms are regarded as the perfect platform to implement GCE as it not only improves students' language skills but also prepares them to become active, responsible global citizens. In

today's globalized world, teaching English should go beyond grammar and vocabulary to include values like empathy, cooperation, and respect for others, which are at the heart of GCE.

Chapter Two: Teachers' Perceptions of Integrating Global Citizenship Education into Oral Expression Classes

Introduction

In contrast to the previous chapter in which a literature review of GCE and its implementation in EFL Oral classes was introduced, the present chapter constitutes the practical part of this research. This chapter begins with a restatement of various elements of the present research, such as the aim and objectives of the study, the research questions, the participants under investigation, as well as the instruments employed to accumulate the necessary. Furthermore, the chapter includes the description, analysis and discussion of the teachers' questionnaire. The chapter also includes a discussion of the main findings from the questionnaire as well as the implications and limitations of the study. Finally, the chapter provides numerous recommendations and suggestions for pedagogy and research based on the analysis and interpretation of the findings.

2.1. The Aim of the Research

This study aims to explore teachers' perceptions regarding the importance and integration of GCE in EFL oral classes, with a focus on understanding their current knowledge, attitudes, and classroom practices.

2.2. The Objectives of the Research

This study sheds light on Algerian university EFL teachers' perceptions regarding the integration of GCE into Oral Expression classes. Moreover, it seeks to understand how these educators conceptualize GCE, how they implement its principles in their classrooms, and to uncover specific challenges and barriers they encounter when attempting to implement GCE into their oral expression sessions. Furthermore, the study identifies the strategies and support

mechanisms that teachers believe would enhance effective GCE integration in the Algerian EFL higher education context, and how they believe it should be taught.

2.3. The Research Questions

For reminder purposes, a number of research questions are raised:

1. How do Algerian EFL university teachers make meaning of GCE?
2. How do Algerian EFL university teachers perceive integrating GCE into their OEC?
3. How do Algerian EFL teachers practice GCE in their oral expression classes?
4. What specific challenges and barriers do these teachers encounter when attempting to incorporate GCE into their oral expression classes?
5. What strategies do Algerian university EFL teachers suggest could facilitate more effective implementation of GCE in their teaching practices? (How do they believe GCE should be taught?).

2.4. The Participants

The population selected for this study consists of Oral Expression Teachers of English in different Algerian universities during the academic year 2024/2025. A total of 53 teachers responded to the questionnaire representing Algerian universities of Mila, Constantine, Jijel, Oran, Setif, Sidi Belabbes, Guelma, and Adrar. EFL OE teachers were chosen as our population because of their direct teaching experience of OE, so they are aware of the importance, challenges, and effective strategies of embedding GCE in their Oral Expression classes. Their experience allows them to provide more informed and reliable responses compared to teachers of other modules.

2.5. Data Collection Tools

In pursuit of the aforementioned aims, the present research employs a questionnaire as a data collection tool. The questionnaire is administered to teachers so as to gather the necessary data for this investigation.

2.6. The Teachers' Questionnaire

2.6.1. Description of Teachers' Questionnaire

The teachers' questionnaire aims to explore Algerian university EFL teachers' perceptions and practices regarding the integration of GCE in OEC. The questionnaire is structured into four main sections: (1) background information, (2) teachers' awareness of and attitude towards GCE and its implementation in EFL Oral Expression Classes, (3) teachers' adaptive practices and the barriers they face, and (4) strategies and suggestions for embedding GCE in EFL Oral Expression teaching. The instrument includes close-ended questions, open-ended questions, and Likert-scale items.

The first section is designed to collect basic background information about participants. It consists of three questions that cover teaching experience, specifically in English language instruction and Oral Expression classes, as well as any prior training in Global Citizenship Education.

The second section seeks to investigate teachers' knowledge, beliefs, and attitudes towards GCE and its relevance to foreign language education. This section is made up of two sets of Likert-scale statements (ranging from 1 = Strongly agree to 4 = Strongly disagree), along with an open-ended question inviting additional comments. The items are intended to assess familiarity with the GCE concept, its perceived importance, and the extent to which teachers view it as relevant to EFL oral instruction.

The third section focuses on teachers' actual classroom practices related to GCE and the challenges they encounter. Participants are asked to indicate the frequency of implementing specific GCE-related activities (using a 1 = Always to 4 = Never scale), and to report any obstacles they face in doing so. Multiple-choice options are provided to identify common barriers such as lack of training, limited syllabus flexibility, or student-related factors.

The final section explores the kinds of support and strategies teachers believe would be most useful in helping them integrate GCE in Oral Expression courses. This part includes a Likert-scale (1 = Extremely helpful to 4 = Not helpful) and an open-ended question for teachers to suggest effective methods for teaching GCE. The goal is to gather informed recommendations that can support curriculum enhancement and teacher training programs.

Overall, the questionnaire aims to generate insights into how GCE can be more effectively embedded in Algerian EFL speaking classrooms, with a focus on teachers' perspectives, current practices, and institutional needs.

2.6.2. Administration of the Teachers' Questionnaire

In order to gather the necessary data, the teachers' questionnaire was administered using a variety of ways. The participants provided answers on hard copies, Google Forms, as well as emails during a time period of nearly four weeks.

2.6.3. Analysis of the Teachers' Questionnaire

The analysis of the questionnaire is conducted through descriptive statistics using SPSS IBM Version 20 software. The results are demonstrated as follows:

2.6.3.1. Section One: Background Information

Q1. How many years of teaching English experience do you have?

Table 2.1: Participants' Teaching Experience

		Frequency	Percent
	1-5 years	13	24.5%
	6-10 years	15	28.3%
	11-15 years	14	26.4%
	More than 15 years	11	20.8%
	Total	53	100.0%

This question aims at identifying teachers' experience in teaching EFL at the level of higher education. The data revealed that most participants have been teaching English for more than ten years, which reflects an adequate exposure and implementation of different teaching methods, strategies and tools as well through their more than a decade experience in teaching English. Twenty-six point four percent of the participants indicated that they have been teaching EFL for "11-15 years", and 20.8% have "11-15 years" in teaching this subject. Moreover, the remaining participants expressed that they have been teaching EFL for "6-10 years" (28.3%), and "1-5 years" (24.5%), which also reflects an adequate teaching experience that could enable the participants to provide valuable information regarding the implementation of GCE in their EFL classrooms.

Q2. How many years have you been teaching Oral Expression classes?

Table 2.2 Participants' Experience in Teaching Oral Expression

		Frequency	Percent
	1-3 years	16	30.2%
	4-7 years	19	35.8%
	8-10 years	8	15.1%

	More than 10 years	10	18.9%
	Total	53	100.0%

This question aims at identifying the participants' experiences in teaching the particular module of Oral Expression. The data presented showed that most participants have "4-7 years" and "1-3 years" teaching experience with a percentage of (35.8%) and (30.2%) respectively. There are also other participants who indicated that their teaching experience of OE is "More than 10 years" with a percentage of (18.9%), and others stated that it is between "8-10 years" (15.1%). These findings suggested that the sample comprises participants with substantial experience in teaching OE. This level of experience enhances the credibility of their insights and supports their ability to provide informed perspectives on the integration of GCE (Global Citizenship Education) in their teaching practices for this module.

Q3. Have you received any training regarding Global Citizenship Education?

Table 2.3: Participants' Training Regarding Global Citizenship Education

		Frequency	Percent
	Yes	7	13.2%
	No	46	86.8%
	Total	53	100.0%

This question is designed to explore participants' training experience regarding the implementation of GCE in their OE classrooms. The data presented illustrated that the majority of participants have not received any training regarding Global Citizenship Education, with a percentage of 86.8%. They are followed by few participants who stated that they received training in this field with a percentage of 13.2%. These findings address a gap in the

implementation of GCE, which is the lack of training and preparedness that could lead teachers to encounter several challenges in their OE classrooms.

2.6.3.2. Section Two: Teachers' Awareness of and Attitude Towards Global Citizenship Education and its Implementation in EFL Oral Expression Classes

Q4. Please indicate your level of agreement with each statement by ticking in the appropriate column. (1 = Strongly agree ... 4 = Strongly disagree)

S1. I am familiar with the concept of Global Citizenship Education

Table 2.4: Participants' Familiarity with Global Citizenship Education

		Frequency	Percent
	Strongly Agree	23	43.4%
	Agree	21	39.6%
	Disagree	8	15.1%
	Strongly Disagree	1	1.9%
	Total	53	100.0%

The table represents participants' familiarity with the concept of GCE. This question aims at exploring whether the participants recognize this teaching approach to determine if they use it in their OE classrooms or not. The data presented reveals that most participants "Strongly Agree" and "Agree" that they are familiar with the concept of Global Citizenship Education, with a percentage of (43.4%) and (39.6%) respectively. They are followed by (15.1%) of the participants who chose to be "Neutral" towards the statement, while the remaining (1.9%) chose to "Strongly Disagree", indicating a lack of familiarity with this term.

S2. I believe that GCE should be included in foreign language curricula in the 21st century

Table 2.5: The Inclusion of GCE in Foreign Language Curricula

		Frequency	Percent
	Strongly Agree	35	66.0%
	Agree	14	26.4
	Disagree	3	5.7%
	Strongly Disagree	1	1.9%
	Total	53	100.0%

Table (2.5) highlights participants' perceptions towards the inclusion of GCE in EFL teaching. It shows through the data collected that the majority of participants "Strongly Agree" and "Agree" that GCE should be included in foreign language curricula in the 21st century, with a percentage of (66%) and (26.4%) respectively. They are followed by other participants who chose "Disagree" and "Strongly Disagree" with a percentage of (5.7) and (1.9%) respectively, which reflects their refusal of the integration of GCE in EFL teaching process. These findings suggest positive attitudes towards the integration of GCE in modern EFL teaching curricula that could keep students and teachers alike informed with global issues and matters.

S3. Global Citizenship Education is relevant to teaching a foreign language today

Table 2.6: Relevance of Global Citizenship Education to English Teaching

		Frequency	Percent
	Strongly Agree	38	71.7%
	Agree	12	22.6%
	Disagree	2	3.8%
	Strongly Disagree	1	1.9%

	Total	53	100.0%
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Table (2.6) represents participants' perceptions towards the relation between GCE and EFL teaching nowadays. It shows through the data presented that the majority of participants "Strongly Agree" and "Agree" that Global Citizenship Education is relevant to teaching a foreign language today, with a percentage of (71.7%) and (22.6%) respectively. They are followed by the few remaining participants who chose "Disagree" and "Strongly Disagree" with a percentage of (3.8%) and (1.9%) respectively, which reflects their lack of perceptions of the relation between GCE and EFL teaching and learning.

S4. I can clearly define what Global Citizenship Education (GCE) means in the context of EFL teaching.

Table 2.7: Participants' Definition of Citizenship Education in the Context of EFL Teaching

		Frequency	Percent
	Strongly Agree	12	22.6%
	Agree	10	18.9%
	Disagree	17	32.1%
	Strongly Disagree	14	26.4%
	Total	53	100.0%

Table (2.7) demonstrates participants' perceptions of the meaning of GCE in the context of EFL teaching. It is indicated that most participants "Disagree" and "Strongly Disagree" with the statement provided with a percentage of (32.1%) and (26.4%) respectively, indicating that they cannot clearly identify the meaning of GCE in language learning and teaching. This finding indicates that though participants showed that they know the meaning of GCE through

the previous questions, but they do not have a clear idea of the implementation of this approach in the context of EFL teaching. Moreover, the remaining participants chose to “Strongly Agree” and “Agree” with the statement with a percentage of (22.6%) and (18.9%) respectively, which means that there is a considerable number of participants who have an idea about the meaning of GCE and how it is related to EFL teaching and learning.

S5. GCE involves fostering values such as respect, solidarity, and social responsibility

Table 2.8: Role of GCE in Fostering Moral Values

		Frequency	Percent
	Strongly Agree	34	64.2%
	Agree	14	26.4%
	Disagree	3	5.7%
	Strongly Disagree	2	3.8%
	Total	53	100.0%

It shows through table (2.8), which represents participants’ perceptions of the role of GCE in fostering moral values, that most participants “Strongly Agree” and “Agree” that GCE involves fostering values such as respect, solidarity, and social responsibility with a percentage of (64.2%) and (26.4%) respectively. They are followed by other few participants who chose to “Disagree” and “Strongly Disagree” with the statement with a percentage of (5.7%) and (3.8%) respectively. These findings suggest the positive role of GCE in promoting moral values, such as respect, solidarity, and social responsibility.

S6. GCE goes beyond cultural awareness to include critical examination of global issues

Table 2.9: Role of GCE in Including Critical Examination of Global Issues

		Frequency	Percent
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	Strongly Agree	33	62.3%
	Agree	17	32.1%
	Disagree	2	3.8%
	Strongly Disagree	1	1.9%
	Total	53	100.0%

Table (2.9) highlights participants' perceptions of the role of GCE in including critical examination of global issues. The data presented indicates that the majority of participants "Strongly Agree" and "Agree" that GCE goes beyond cultural awareness to include critical examination of global issues, with a percentage of (62.3%) and (32.1%) respectively. They are followed by few participants who chose to "Disagree" and "Strongly Disagree" with the statement with a percentage of (3.8%) and (1.9%) respectively. This agreement between most participants suggests that educators recognize GCE as a transformative approach that not only fosters intercultural understanding but also encourages critical thinking about socio-political, economic, and environmental issues on a global scale.

S7. Integrating global topics enriches students' language learning process.

Table 2.10: Role of Integrating Global Topics in Enriching Students' Learning Process

		Frequency	Percent
	Strongly Agree	34	64.2%
	Agree	14	26.4%
	Disagree	3	5.7%
	Strongly Disagree	2	3.8%
	Total	53	100.0%

Table (2.10) demonstrates participants' perceptions of the role of integrating GCE topics in enriching EFL students' learning process. It is demonstrated that most participants "Strongly Agree" and "Agree" that integrating global topics enriches students' language learning process, with a percentage of (64.2%) and (26.4%) respectively. There is a small percentage of participants (5.7% and 3.8%) who "Disagree" and "Strongly Disagree" with the statement. Overall, the data points to a positive perception among educators regarding the potential of GCE to make language learning more meaningful, relevant, and contextually rich for EFL students.

Q5. Rate your agreement by ticking in the appropriate column (1 = Strongly agree ... 4 = Strongly disagree)

S8. Oral Expression classes are a good place to help students build global citizenship skills like talking with others and understanding different points of view.

Table 2.11: Building GCE in Oral Expression Classrooms

		Frequency	Percent
	Strongly Agree	35	66.0%
	Agree	17	32.1%
	Disagree	1	1.9%
	Total	53	100.0%

Table (2.11) represents participants' towards the role of OE classes in promoting students' GCE skills. The data illustrates that most participants "Strongly Agree" and "Agree" that Oral Expression classes are a good place to help students build global citizenship skills like talking with others and understanding different points of view, with a percentage of (66%) and (32.1%) representing their answers. There is only one participant who chose to "Disagree"

with the statement, with a percentage of (1.9%) representing his answer. These findings suggest a growing pedagogical interest towards integrating social and intercultural dimensions into language education, highlighting OE sessions as an appropriate context for developing both language proficiency and global competence.

S9. Speaking tasks on worldwide issues (climate, rights, and pandemics) help students become informed global citizens.

Table2.12: Discussing Global Issues to Become Informed Global Citizens

		Frequency	Percent
	Strongly Agree	33	62.3%
	Agree	17	32.1%
	Disagree	2	3.8%
	Strongly Disagree	1	1.9%
	Total	53	100.0%

Table (2.12) demonstrates participants' attitudes towards the role of global issues discussions in promoting students' GCE skills. The data presented reveals that most participants "Strongly Agree" and "Agree" that speaking tasks on worldwide issues (climate, rights, health) help students become informed global citizens, with a percentage of (62.3%) and (32.1%) respectively. They are followed by other participants who chose to "Disagree" and "Strongly Disagree" with the statement with a small percentage of (3.8%) and (1.9%). These findings suggest that teachers mostly perceive discussions on global issues as an effective means of not only enhancing language skills but also fostering critical awareness, empathy, and responsibility and cultural sensitivity among EFL students.

S10. Interactive oral activities (debates, role-plays) develop intercultural sensitivity more than lectures do.

Table 2.13: Role of Interactive Oral Activities in Developing Intercultural Sensitivity

		Frequency	Percent
	Strongly Agree	36	67.9%
	Agree	14	26.4%
	Disagree	2	3.8%
	Strongly Disagree	1	1.9%
	Total	53	100.0%

Table (2.13) highlights the role of interactive speaking activities in developing students' intercultural sensitivity. It is clear through the data presented that the majority of participants "Strongly Agree" and "Agree" that Interactive oral activities (debates, role-plays) develop intercultural sensitivity more than lectures do, with a percentage of (67.9%) and (26.4%) respectively representing their answer. There is a small percentage of disagreement (3.8% and 1.9%) from the few remaining participants who chose to "Disagree" and "Strongly Disagree" with the statement. These results suggest that most teachers recognize the value of active, student-centered speaking activities in promoting intercultural competence. Such tasks encourage learners to engage with diverse perspectives, and promote communication skills.

S11. I view my Oral Expression syllabus as flexible enough to integrate GCE themes.

Table 2.14: Flexibility of Oral Expression Syllabus to Integrate GCE

		Frequency	Percent
	Strongly Agree	14	26.4%
	Agree	11	20.8%

	Disagree	9	17.0%
	Strongly Disagree	19	35.8%
	Total	53	100.0%

Table (2.14) represents participants' perceptions towards the flexibility of OE syllabus to integrate GCE. It shows through the table presented that the majority of participants "Strongly Disagree" and "Disagree" with the flexibility of OE syllabus to integrate GCE themes, with a percentage of (35.8%) and (17%) respectively. However, there are other participants who believe that the OE syllabus is flexible enough to include GCE topics and themes, choosing to "Strongly Agree" and "Agree" with the statement with a percentage of (26.4%) and (20.8%) respectively.

S12. Training in GCE pedagogy would enhance my ability to design oral-skills tasks around global topics.

Table 2.15: Role of GCE in Enhancing Oral Skills Tasks Designing Process

		Frequency	Percent
	Strongly Agree	32	60.4%
	Agree	16	30.2%
	Disagree	5	9.4%
	Total	53	100.0%

Table (2.15) highlights the role of GCE in enhancing teachers' ability to design oral skills tasks. The data presented indicate that the majority of participants "Strongly Agree" and "Agree" that Training in GCE pedagogy could enhance teachers' ability to design oral-skills tasks around global topics, with a percentage of (60.4%) and (30.2%) respectively. There is

only a small amount of opposition to this statement, with (9.4%) of participants who chose to “Disagree”. These findings suggest a broad recognition among teachers of the value that GCE training brings to language pedagogy, particularly in designing communicative tasks that are both linguistically meaningful and socially relevant. Therefore, this training enhances teachers’ ability to design oral tasks that could promote their students’ language skills and cultural awareness as well.

Q6. Do you have any other comments about the importance of embedding GCE themes in Oral Expression classes?

The data collected through this question indicates that there are some comments provided by the participants regarding the importance of embedding GCE themes in Oral Expression classes. They include:

- **The Alignment of GCE with Oral Expression Goals:** many participants commented that Oral Expression is uniquely suited for integrating Global Citizenship Education (GCE) due to its inherently interactive, flexible, and communication-focused nature. Therefore, the participants noted that GCE naturally supports the development of speaking skills, empathy, and critical thinking, which are skills that are central to the aims of Oral Expression.
- **Real-World Relevance and Student Engagement:** some participants widely agreed that integrating GCE themes makes language learning more meaningful. Discussing real-world issues such as climate change, human rights, and cultural diversity helps students connect language to life beyond the classroom. This relevance not only improves engagement but also motivates students to use English as a tool for global dialogue and problem-solving.
- **Development of Global Competence:** there are some participants who highlighted GCE’s role in promoting students’ intercultural sensitivity, respect, tolerance, and global awareness. Teachers viewed Oral Expression classes as an ideal platform for fostering these values through

debates, role plays, and discussions that require students to take on different perspectives and articulate complex ideas.

- **Challenges of Implementing GCE:** there are few participants who listed rigid syllabi, limited classroom time, and a lack of institutional support as the main challenges that prevent the effective implementation of GCE in OE sessions.

Q7. Please rate how important you believe each aspect is for effective GCE integration in an EFL oral class: (1 = Very important ... 4 = Not important)

- **Using current global news/topics as speaking prompts**

Table 2.16: The Use of Current Global News as Speaking Prompts

		Frequency	Percent
	1	36	67.9%
	2	13	24.5%
	3	3	5.7%
	4	1	1.9%
	Total	53	100.0%

Table (2.16) presents participants' ratings of the importance of using current global news and topics as speaking prompts for effective integration of Global Citizenship Education (GCE) in EFL oral classes. The majority of respondents (67.9%) rated this aspect as "Very Important" (1), while an additional (24.5%) rated it as "Important" (2), indicating a strong agreement on the pedagogical value of incorporating real-world global issues into OE classroom discussions. A smaller portion of participants rated it as "Somewhat Important" (5.7%) or "Not Important" (1.9%), suggesting limited skepticism or uncertainty towards this aspect. The findings reflect a broad agreement among teachers that integrating current global

news in the EFL learning process does only enhance language learning and speaking skills by providing authentic and engaging content but also promotes students' global awareness and critical thinking.

- Promoting collaborative discussions on global challenges

Table 2.17: Promoting Collaborative Discussions on Global Challenges

		Frequency	Percent
	1	32	60.4%
	2	16	30.2%
	3	3	5.7%
	4	2	3.8%
	Total	53	100.0%

Table (2.17) illustrates participants' perceptions of the importance of promoting collaborative discussions on global challenges within EFL oral classes for effective Global Citizenship Education (GCE) integration. The majority of participants rated this practice as "Very Important" (60.4%) or "Important" (30.2%), indicating strong support for incorporating cooperative, issue-based discussions into language teaching. Only a small minority considered it "Somewhat Important" (5.7%) or "Not Important" (3.8%). These findings suggest that educators widely recognize the value of collaborative discussions on global challenges in promoting both oral communication skills and global awareness.

- Encouraging critical thinking through debating global issues

Table 2.18: The Role of Global Issues Debating in Encouraging Critical Thinking

		Frequency	Percent
	1	36	67.9%
	2	13	24.5%

	3	1	1.9%
	4	3	5.7%
	Total	53	100.0%

Table (2.18) highlights participants' perceptions of the importance of encouraging critical thinking through debates on global issues. The majority of participants rated this aspect as "Very Important" (67.9%) or "Important" (24.5%), reflecting a strong agreement on the value of debate as a pedagogical tool for both language development and the promotion of critical thinking. Only a small fraction of participants viewed it as "Somewhat Important" (1.9%) or "Not Important" (5.7%). These findings suggest that educators see structured debates on global issues as an effective way to engage students in meaningful language use while simultaneously fostering analytical reasoning, argumentation skills, and a deeper understanding of complex global topics.

- Incorporating intercultural communication activities (e.g., role-plays, simulations)

Table 2.19: The Incorporation of Intercultural Communication Activities

		Frequency	Percent
	1	35	66.0%
	2	10	18.9%
	3	6	11.3%
	4	2	3.8%
	Total	53	100.0%

Table (2.19) illustrates participants' incorporating intercultural communication activities, such as role-plays and simulations, for effective Global Citizenship Education (GCE)

integration in EFL oral classes. The data collected through the table indicates that the majority rated this activity as “Very Important” (66.0%) or “Important” (18.9%), indicating strong support for using interactive, culturally rich activities to enhance both language skills and intercultural sensitivity. A smaller portion of participants however, considered it “Somewhat Important” (11.3%) or “Not Important” (3.8%), suggesting that while the overall perception is highly positive, a minority may either prefer more traditional approaches or lack familiarity with intercultural pedagogy.

- Assessing students on both language accuracy and their understanding of global concepts

Table 2.20: The Assessment of Students based on their Global Concepts Comprehension

		Frequency	Percent
	1	32	60.4%
	2	15	28.3%
	3	5	9.4%
	4	1	1.9%
	Total	53	100.0%

Table (2.20) shows participants’ perspectives on the importance of assessing students in EFL oral classes based on both language accuracy and their understanding of global concepts. It is indicated through the statistics presented that the majority of participants rated this practice as either “Very Important” (60.4%) or “Important” (28.3%), indicating strong support for a more comprehensive and integrative assessment approach. However, a few percentage of participants viewed it as “Somewhat Important” (9.4%) or “Not Important” (1.9%), suggesting that while the dominant view favors this dual-focus assessment, some

educators may face challenges in implementation or hold more traditional views of language evaluation in terms of assessing mainly language skills and performance.

- Integrating GCE requires major adjustments to the existing Oral Expression syllabus

Table 2.21: Requirements of GCE Implementation in Oral Expression Syllabus

		Frequency	Percent
	1	28	52.8%
	2	12	22.6%
	3	8	15.1%
	4	5	9.4%
	Total	53	100.0%

Table (2.21) presents participants' views on whether integrating GCE into the Oral Expression syllabus requires significant modifications and adjustments. The data presented shows that more than half of the participants (52.8%) rated this as "Very Important," with an additional (22.6%) selecting "Important," indicating that the majority of teachers believe that effective GCE integration would necessitate major changes to the current syllabus. Moreover, (15.1%) rated the need for adjustments as "Somewhat Important" and (9.4%) as "Not Important," suggesting that a minority believe the current syllabus is either flexible enough or that GCE can be integrated without major restructuring.

**2.6.3.3. Section Three : Teachers' Adaptive Practices to Implement GCE
in EFL Oral Expression Classes and the Barriers they face**

Q8. To what extent do you currently implement Global Citizenship Education (GCE) principles in your EFL Oral Expression Classes?

Table 2.22: Participants' Implementation of GCE in their Oral Classes

		Frequency	Percent
	Always	5	9.4%
	Often	23	43.4%
	Rarely	25	47.2%
	Total	53	100.0%

Table (2.22) represents the frequency with which participants currently implement GCE principles in their EFL Oral Expression classes. The results reveal that the majority of participants “Rarely” or “Often” implement Global Citizenship Education (GCE) principles in your EFL Oral Expression Classes, with a percentage of (47.2%) and (43.4%) respectively. Moreover, only a small number of participants “Always” integrate GCE principles with a percentage of (9.4%). This distribution suggests a gap between teachers’ recognition of GCE’s importance and its consistent application in classroom practice.

Q9.If you do so, how often do you engage in following GCE-related activities in your Oral Expression classes?

S13. Assign oral presentations on global issues (e.g., climate change, human rights)

Table 2.23: Participants' Assigning of Oral Participants on Global Issues

		Frequency	Percent
	Always	10	18.9%
	Often	18	34.0%
	Rarely	23	43.4%
	Never	2	3.8%
	Total	53	100.0%

Table 2.23 presents participants' frequency of assigning oral presentations on global issues. The data shows that a smaller proportion of participants "Always" assign such presentations (18.9%), while (34.0%) "Often" do so. However, a large number of participants (43.4%) indicated that they "Rarely" assign these tasks, and a small minority (3.8%) showing that they "Never" include them in their teaching. This suggests that while global issues are incorporated into oral tasks by a number of educators, there is variability in their regular use in their OE sessions.

S14. Facilitate small-group debates on international topics

Table 2.24: Participants' Facilitations of Small Group Debates on International Topics

		Frequency	Percent
	Always	12	22.6%
	Often	19	35.8%
	Rarely	20	37.7%
	Never	2	3.8%
	Total	53	100.0%

Table (2.24) presents the frequency with which participants facilitate small-group debates on international topics in their EFL classes. It is indicated that the majority of participants (37.7%) "Rarely" use this strategy, indicating that despite the pedagogical value of debates in promoting critical thinking and communication skills, they are not regularly implemented by many teachers. They are followed by (35.8%) of participants who "Often" facilitate such debates, and (22.6%) who "Always" do so. Only (3.8%) reported "Never" incorporating this activity. These results suggest a mixed pattern of practice: while a notable group of teachers frequently uses debates to engage students with global issues, the most

common response still points to lack of use, which may be attributed to the challenges that teachers face in integrating this activity in OE traditional syllabus.

S15. Use authentic materials (e.g., news videos, podcasts) from different countries

Table 2.25: Participants' Use of Authentic Materials

		Frequency	Percent
	Always	16	30.2%
	Often	15	28.3%
	Rarely	20	37.7%
	Never	2	3.8%
	Total	53	100.0%

Table (2.25) illustrates the frequency with which the participants use authentic materials, such as news videos and podcasts from different countries, in their EFL Oral Expression classes. It shows through the data collected that a large number of participants (37.7%) indicated that they “Rarely” use such materials, suggesting limited regular exposure of students to real-life, global content. They are followed by (30.2%) who showed that they “Always” use authentic materials, and (28.3%) who do so “Often,” Only a small minority (3.8%) stated that they “Never” use authentic materials. These findings reflect a noticeable gap between recognition of the pedagogical value of authentic, culturally diverse resources and their consistent implementation in the OE sessions, which suggests again the possibility of facing challenges that could prevent teachers from using this type of materials in their OE classrooms.

S16. Encourage students to compare local vs. global perspectives

Table 2.26: Participants' Encouragement for their Students' Comparison between Global and Local Perspectives

		Frequency	Percent
	Always	11	20.8%
	Often	24	45.3%
	Rarely	17	32.1%
	Never	1	1.9%
	Total	53	100.0%

Table (2.26) shows the frequency with which teachers encourage students to compare local and global perspectives in their EFL Oral Expression classes. The majority of participants (45.3%) stated that they “Often” compare between local and global perspectives, followed by (32.1%) who indicated that they “Rarely” encourage such comparisons. Moreover, a small number of participants (20.8%) reported that they “Always” include this in their teaching, while only one participant (1.9%) who elaborated that he “Never” encourages such comparisons. These results suggest that many teachers recognize the value of helping students see the connection between their own context and global issues, though it is not always done regularly.

S17. Include peer feedback on intercultural communication skills

Table 2.27: Participants' Inclusion of Peer Feedback in Intercultural Communication

		Frequency	Percent
	Always	10	18.9%
	Often	18	34.0%
	Rarely	19	35.8%
	Never	6	11.3%
	Total	53	100.0%

Table (2.27) shows the frequency with which teachers include peer feedback on intercultural communication skills in their EFL Oral Expression classes. The data presented illustrates that a large number of participants “Rarely” include peer feedback on intercultural communication skills with a percentage of (35.8%). They are followed by (34.0%) of the participants who chose “Often”. Moreover, (18.9%) of teachers stated they “Always” include peer feedback, while (11.3%) reported “Never” doing so. This suggests that while some teachers are using peer feedback as a tool to support intercultural learning, many still use it inconsistently or not at all, which hinders the process of developing students’ communication skills in OE classrooms.

S18. Reflect with students on how language learning shapes global awareness

Table 2.28: Participants' Reflection on Role of Language Learning in Shaping Global Awareness

		Frequency	Percent
	Always	11	20.8%
	Often	18	34.0%
	Rarely	22	41.5%
	Never	2	3.8%
	Total	53	100.0%

Table (2.28) shows the frequency with which teachers reflect with students on how language learning can help shape global awareness. The data collected indicates that most participants “Rarely” use this reflection strategy in their OE teaching methods, with a percentage of (41.5%) of participants selecting this option. They are followed by (34.0%) of

the participants who said they “Often” engage in this kind of reflection, and (20.8%) who stated that they “Always” use this strategy. Only (3.8%) reported that they “Never” discuss this with their students. The results suggest that while many teachers recognize the value of connecting language learning to global understanding, it is not a regular practice for most.

Q10. a- Do you encounter any obstacles in implementing GCE within the EFL classroom?

Table 2.29: Participants' Challenges in Implementing GCE

		Frequency	Percent
	Yes	43	81.1%
	No	10	18.9%
	Total	53	100.0%

This question aims at identifying if the participants even encounter any obstacles in implementing GCE within the EFL classroom. The data collected through this question indicates that most participants chose “Yes” with a percentage of (81.1%), emphasizing that they do face challenges in implementing GCE. However, the remaining (18.9%) of the participants demonstrated that they do face any challenges in this regard. This could be interpreted in two ways; first, this minority of participants have a smooth integration of GCE in their flexible OE classrooms, or that they do not use this teaching approach in the first place.

b- If yes, what do these obstacles pertain to? (Tick all that apply)

Table 2.30: Participants' Causes of Challenging Implementation of GCE

		Frequency	Percent
	Lack of institutional support or resources	6	12.5%
	Insufficient training on GCE approaches	19	30.1%

	Rigid curriculum with limited flexibility	7	14.4%
	Time constraints (too much content, too little time)	8	15.6%
	Students' low motivation and confidence or interest in global and complex issues	10	16.9%
	Time pressure to cover language points first	3	10.6%
	Total	53	100.0%

Table (2.30) highlights the main causes for OE teachers' challenges in implementing Global Citizenship Education (GCE) in their EFL Oral Expression classes. The most frequently cited cause was "Insufficient training on GCE approaches," chosen by (30.1%) of participants, suggesting that many teachers feel unprepared to integrate GCE without more professional development. They are followed by (16.9%) who chose "Students' low motivation and confidence or interest in global and complex issues" and (15.6%) who chose "Time constraints", both of which point to practical classroom challenges. Other barriers included a "Rigid curriculum" (14.4%) and "Lack of institutional support or resources" (12.5%) were also listed by some participants. Moreover, a smaller portion of participants (10.6%) mentioned "feeling pressure to prioritize language instruction over global themes". These findings suggest that while there is interest in GCE, there are several challenges that prevent its effective implementation in Algerian OE classrooms.

2.6.3.4. Section Four : Algerian EFL Instructors' Strategies and Suggestions for Embedding GCE in OEC

Q11. Which of the following would most help you integrate GCE more effectively? (1 = Extremely helpful ... 4 = Not helpful)

- Workshops on designing GCE-focused oral activities

Table 2.31: Role of Workshops in Designing GCE-Focused Oral Activities

		Frequency	Percent
	1.Extremely Helpful	34	64.2%
	2.Helpful	16	30.2%
	3.Somewhat Helpful	1	1.9%
	4.Not Helpful	2	3.8%
	Total	53	100.0%

Table (2.31) explores participants' perceptions of the effectiveness of workshops in helping them design GCE-focused oral activities for their EFL Oral Expression classes. The data shows that the majority of participants (64.2%) rated such workshops as "Extremely helpful", indicating strong support for professional development in this area. Moreover, (30.2%) of the participants indicated that they found them "Helpful", while a small percentage of participants rated the workshops as "Somewhat helpful" (1.9%) or "Not helpful" (3.8%), suggesting uncertainty towards the effectiveness of these workshops or their impact.

- Ready-made lesson plans and materials integrating global issues

Table 2.32: Effectiveness of Ready-Made Lesson Plans and Materials Integrated Global Issues

		Frequency	Percent
	1.Extremely Helpful	25	47.2%

	2.Helpful	21	39.6%
	3.Somewhat Helpful	6	11.3%
	4.Not Helpful	1	1.9%
	Total	53	100.0%

Table (2.32) highlights participants' perceptions towards the usefulness of ready-made lesson plans and materials integrating global issues in supporting the implementation of GCE in Oral Expression classes. The data illustrated that almost half of the participants (47.2%) rated these resources as "Extremely helpful", while an additional (39.6%) considered them "Helpful" as well. This indicates that many teachers value practical, ready-to-use materials as a way to overcome challenges such as time constraints and lack of training. However, there are some participants who found these resources only "Somewhat helpful" (11.3%), and very few regarded them as "Not helpful" (1.9%). These findings suggest that providing teachers with accessible, well-designed lesson plans could be an effective strategy to facilitate the integration of global issues into EFL instruction, especially for those facing structural or time-related barriers.

- Access to up-to-date multimedia resources (videos, articles) on global challenges

Table 2.33: Effectiveness of Access to Up-to-To Date Multimedia Resources on Global Challenges

		Frequency	Percent
	1.Extremely Helpful	35	66.0%
	2.Helpful	13	24.5%
	3.Somewhat Helpful	2	3.8%
	4.Not Helpful	3	5.7%

	Total	53	100.0%
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Table (2.33) highlights participants' perceptions of the effectiveness of access to up-to-date multimedia resources on global challenges in supporting the integration of Global Citizenship Education (GCE) in EFL Oral Expression classes. The majority of participants (66.0%) rated such resources as "Extremely helpful", highlighting the critical role that current, engaging content plays in facilitating meaningful discussions around global issues. In addition, (24.5%) found these resources "Helpful" as well. Only a small number of participants rated them as "Somehow helpful" (3.8%) or "Not helpful" (5.7%). These results reflect the importance of multimedia materials in overcoming barriers such as low student motivation and engagement with complex topics, the data suggests that ensuring teachers have regular access to high-quality, up-to-date multimedia content could significantly enhance their ability to implement GCE effectively.

- Collaboration platforms to share best practices with colleagues

Table 2.34: Effectiveness of Collaborative Platforms to Share Best Practices with Colleagues

		Frequency	Percent
	1.Extremely Helpful	31	58.5%
	2.Helpful	17	32.1%
	3.Somehow Helpful	2	3.8%
	4.Not Helpful	3	5.7%
	Total	53	100.0%

Table (2.34) represents participants' perceptions on the effectiveness of collaborative platforms for sharing best practices with colleagues in supporting the integration of GCE in

OEC. The data presented indicates that the majority of participants (58.5%) considered these platforms as “Extremely helpful”, while another high percentage (32.1%) rated them as “Helpful”. Only a small number of participants found such platforms “Somehow helpful” (3.8%) or “Not helpful” (5.7%). These findings highlight that professional collaboration and the sharing of successful strategies among teachers could play a vital role in addressing common implementation challenges and offer an effective solution for continuous teacher development for effective GCE practices.

- Flexibility in the Oral Expression syllabus to include global content

Table 2.35: Effectiveness of Oral Expression Syllabus Flexibility to Include Global Content

		Frequency	Percent
	1.Extremely Helpful	28	52.8%
	2.Helpful	18	34.0%
	3.Somehow Helpful	6	11.3%
	4.Not Helpful	1	1.9%
	Total	53	100.0%

Table (2.35) shows participants’ perceptions of the effectiveness of having flexibility in the Oral Expression syllabus to include global content. It is indicated that the majority of the participants (52.8%) rated this flexibility as “Extremely helpful”, with another (34.0%) selecting “Helpful”. They are followed by a smaller number of participants who viewed it as only “Somehow helpful” (11.3%), and just (1.9%) found it “Not helpful”. Thus, increasing syllabus flexibility appears to be a key enabler in integrating global themes, offering teachers the autonomy needed to tailor content to relevant, timely global issues while still meeting core language objectives.

- Institutional recognition (e.g., credit, professional development) for GCE-oriented teaching

Table 2.36: Role of Institutional Recognition in GCE-Oriented Teaching

		Frequency	Percent
	1.Extremely Helpful	24	45.3%
	2.Helpful	22	41.5%
	3.Somewhat Helpful	6	11.3%
	4.Not Helpful	1	1.9%
	Total	53	100.0%

Table (2.36) highlights participants' perceptions of the role of institutional recognition (e.g., credit, professional development opportunities) in supporting GCE-oriented teaching. The data presented through the table illustrates that the majority of participants found such recognition to be highly beneficial, with (45.3%) rating it as "Extremely helpful" and (41.5%) rating it as "Helpful". This suggests that institutional support and formal acknowledgment of GCE-related efforts play a significant role in motivating and enhancing teachers' ability to integrate global citizenship themes into their Oral Expression classes. In addition, only a small percentage found it "Somewhat helpful" (11.3%) or "Not helpful" (1.9%). These findings indicate that institutional recognition could serve as a powerful motivation, promoting a more sustained and committed approach to implementing GCE within the Algerian EFL context.

Q12. What are your suggestions for effectively integrating GCE in EFL speaking classrooms and how it should be taught?

The data collected through this question indicates that teachers provided several suggestions and recommendations for effectively integrating GCE in EFL speaking classrooms. They include:

- **Providing Teachers' Training and Professional Development:** the majority of participants emphasized the need for teachers' training through workshops, short-term training, and online modules to improve their understanding and confidence in integrating GCE in their teaching methods.
- **The Need for Curriculum Reforms and Syllabus Flexibility:** another emphasized suggestion includes the need for adding modifications to the current rigid English language teaching curricula and making it more flexible to integrate GCE in a seamless and effective way.
- **Providing Institutional Support:** some participants indicated that the effective implementation of GCE requires an institutional support and recognition. Many suggested that teaching efforts in this area should be formally acknowledged through credit, professional development opportunities, or teaching incentives.
- **Materials and Resources:** several teachers expressed strong interest in using authentic multimedia resources, such as TED Talks, news clips, podcasts, and articles, to make global issues more engaging for students. Therefore, they called for the creation of a national repository of curated GCE materials and lesson plans to ease the burden of preparation and enhance classroom impact.
- **Pedagogical Approaches and Classroom Strategies:** other participants consistently recommended interactive strategies like debates, role plays, student-led projects, and intercultural discussions. These methods were seen as essential for fostering both language proficiency and global awareness. Therefore, these participants stressed the need for real-life, issue-based tasks that encourage critical thinking and active student involvement.
- **Collaboration and Sharing Best Practices:** there was also a clear call for more collaboration among teachers. Some of the suggestions included developing national or

institutional platforms to share best practices, hosting departmental GCE events, and organizing cross-classroom speaking activities. In addition, peer exchange was viewed as a sustainable way to improve GCE integration and overcome implementation challenges.

- **Gradual and Structured Implementation:** some participants advised a step-by-step approach to GCE implementation to ease the integration of this approach in a gradual way.

2.7. Discussion of the Main Findings

The data collected through the teachers' questionnaire indicates that most participants are experienced teachers of English in higher education, and in teaching the module of OE in particular. This reflects their suitability for the data collection process because they could provide valuable information based on their teaching experience. However, a significant majority (86.8%) reported receiving no formal training in GCE, which could be a detrimental factor because the main topic of this research is related to the examination of GCE implementation in Algerian universities. Nonetheless, most participants expressed familiarity with the concept and showed strong agreement that GCE is relevant to foreign language education today and should be included in the 21st-century EFL curriculum. Therefore, these findings indicate that despite their lack of training, the participants have a clear idea about the concept of GCE and its implementation in EFL teaching classrooms.

Moreover, the majority of the participants recognized the educational value of GCE. The majority agreed that GCE enriches the language learning process, fosters essential values such as respect and solidarity, and enables students to critically examine global issues. The findings showed that GCE fosters essential 21st-century skills, including critical thinking, empathy, communication, and intercultural awareness. It encourages learners to view issues from multiple perspectives, promoting respect and tolerance. Additionally, integrating GCE

into language education helps students use the target language not just for academic purposes but as a practical tool for global dialogue, collaboration, and problem-solving. This holistic approach not only enhances language proficiency but also prepares students to become informed, responsible, and active global citizens.

Consequently, there was strong support for the role of OE classes in developing global citizenship skills, with participants emphasizing the importance of using debates, discussions, and role plays to cultivate intercultural sensitivity and communication abilities. However, despite this enthusiasm, many admitted difficulty in clearly defining how to apply GCE practically in EFL settings, revealing a disconnection between theoretical understanding and implementation. This result could be linked to the teachers' lack of training that could serve as a guide to show them how GCE practices are implemented in real life teaching situations. Therefore, this training could bridge the gap between the teachers' theoretical conception of GCE and their practical implementation of this teaching approach in their teaching methods.

In terms of its implementation, the analysis revealed that the frequency with which GCE is integrated into OE classes remains limited. While some participants "Often" or "Always" use relevant strategies, like assigning global-topic presentations or using authentic materials, many "Rarely" do so. Notably, 47.2% "Rarely" implement GCE principles, and 43.4% assign presentations on global issues infrequently. Debate facilitation and use of real-world content also showed inconsistent usage, highlighting missed opportunities for deeper engagement. Although most participants acknowledged the importance of comparing local and global perspectives and encouraging intercultural peer feedback, these practices were also seldom applied. These findings confirm the lack of guidance on practical implementation of GCE in Algerian OE teaching sessions, and also indicates the existence of practical barriers that hinder the integration of this approach.

Evidently, the analysis of the questionnaire showed that the main obstacles to effective GCE integration were identified as insufficient training (30.1%), low student motivation (16.9%), and time constraints (15.6%). Other significant barriers included rigid curricula (14.4%), lack of institutional support (12.5%), and pressure to prioritize traditional language instruction (10.6%). Furthermore, a majority of participants disagreed with the statement that the OE syllabus is flexible enough to accommodate GCE themes, reinforcing the need for systemic curriculum reform since the current one is not flexible enough to support the integration of GCE practices and principles.

Consequently, the participants recommended various tools and methods to facilitate GCE implementation in OE sessions. They include providing workshops on GCE-oriented oral activities ready-made lesson plans, the up-to-date multimedia resources and collaborative platforms for sharing best practices. Flexibility in the OE syllabus and institutional recognition for GCE teaching were also listed as key enablers of successful integration.

In conclusion, the participants offered rich, practical recommendations for improving GCE integration. They include the need for teacher training, including short-term workshops and online modules, calls for curriculum reform, with many emphasizing the necessity of building GCE into a more adaptable OE syllabus. Teachers also advocated for institutional support, such as professional recognition and teaching incentives. Suggestions for classroom practice included using authentic global materials, adopting interactive teaching methods (e.g., debates, role plays), and encouraging student-led projects. Many recommended gradual implementation to ease the transition, alongside increased collaboration through shared resource platforms and inter-departmental events.

2.8. Recommendations:

- Teachers should promote their cultural awareness of international issues and global matters in order to be able to implement GCE in their OE sessions and provide learners with correct input. They should enroll in online workshops, global news channels and other media resources that could keep them up-dated with the world's state.
- Teachers should be provided with professional training courses to enhance their teaching expertise regarding the effective implementation of GCE in the context of EFL teaching pedagogy. These courses could promote their knowledge about the tasks to include, the materials to use, the content to employ and even the assessment and evaluation reburies to ensure an effective implementation of GCE approach.
- Teachers could also create online supportive groups with other colleagues, and share resources and ideas with fellow teachers. They could also participate in communities of practice, whether at their institution or online, to exchange best practices and lesson plans.
- Teachers are encouraged to use authentic global materials, adopting interactive teaching methods (e.g., debates, role plays), and encouraging student-led projects.
- They are also recommended with the gradual implementation of GCE in their OE sessions to ease the transition.
- Policy makers should make needed updates to the rigid syllabus adopted in higher education curricula and facilitate the integration of GCE through adding more adaptability and flexibility to the syllabus.

2.9. Limitations of the Study

Despite its contributions, this research has inherent limitations that constrain the generalizability of the results. These limitations notably include:

- The first weakness is the lack of primary resources on GCE and its implementation in the EFL Oral Expression Classes, since it is a new subject that has not been much researched previously.
- Another weakness was that only around 40% of the target population answered the open-ended questions, which lead to some difficulties in collecting data.
- The non-free books and articles lead to the change of some elements of the content.
- The limited number of quality research works on the subject matter.
- Due to time constraints, I was unable to reach all the initially targeted universities and had to limit the scope of the study to select few.
- A pilot study was initially considered to test the research tools; however, it could not be conducted due to limited time.

Conclusion

This chapter presented the practical side of the dissertation. It described in detail the data collection, analysis, organization, and interpretation process. The findings revealed that Algerian university English teachers recognize the importance of GCE in EFL teaching, however, they lack the formal training in it that could enable them to implement this approach effectively in their OE sessions. Teachers expressed that GCE is effective in fostering students' critical thinking, empathy, and intercultural awareness, yet its integration into OE classes remains limited and inconsistent due to barriers such as insufficient training, low students' motivation, time constraints, rigid curricula, and lack of institutional support.

General Conclusion

The study aims at exploring teachers' perceptions towards the implementation of GCE teaching approach in OE sessions in Algerian higher education. In order to achieve this aim, a questionnaire was administered to OE teachers in different Algerian universities online. Therefore, the population of the study included teachers of English language, specifically OE teachers at Algerian universities, with 53 of them serving as the research sample. The data collected through the questionnaire is analyzed through descriptive statistics using SPSS software. The aim of this process is to answer the following research questions: 1. How do Algerian EF university teachers make meaning of GCE? 2. How do Algerian EFL university teachers perceive integrating GCE into their OE classrooms? 3. How do Algerian EFL university teachers practice GCE in their OE classrooms? 4. What specific challenges and berries do these teachers encounter when attempting to incorporate GCE into their OE classrooms? 5. What strategies do Algerian EFL university teachers suggest could facilitate more effective implementation of GCE in their teaching practices?

The findings revealed that Algerian EFL university teachers generally understand GCE as an important educational approach that enhances students' global awareness, critical thinking, empathy, and intercultural communication. Despite the majority lacking formal training in GCE, most participants demonstrated a clear theoretical understanding and saw it as relevant and necessary in modern foreign language education. Moreover, they expressed strong support for integrating GCE into OE classes, believing it enriches language learning and equips students with vital 21st-century skills. However, many also acknowledged uncertainty about how to implement it practically due to a lack of pedagogical guidance. Furthermore, the practical implementation of GCE in OE classrooms remains limited and unexplored by teachers

due to the challenges that prevent them from practically implementing this approach in their teaching methods. While some teachers occasionally use strategies such as presentations on global issues or authentic materials, the majority demonstrated that they rarely apply GCE principles. The results also showed that the main challenges teachers face in integrating this approach include insufficient training, low students' motivation, time constraints, rigid curricula, and lack of institutional support. Despite these challenges, participants strongly advocated for teacher training, curriculum reform, institutional recognition, and the use of interactive methods and authentic materials to facilitate gradual and effective GCE implementation.

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Appendices:

Appendix A

The Teachers' Questionnaire

Dear Teacher,

We kindly invite you to take part in this questionnaire. The purpose of this study is to explore teachers' perceptions regarding the embedding of Global Citizenship Education (GCE) in EFL Oral Classes. GCE refers to an educational approach that encourages learners to become aware of global issues, appreciate cultural diversity, and develop the values, skills, and attitudes needed to act as responsible global citizens. In the context of English language teaching, GCE supports the integration of global themes into language instruction to promote both linguistic competence and critical global awareness.

The information you provide will be used exclusively for academic purposes and will contribute to a better understanding of how GCE can support speaking performance in English language classrooms and help prepare learners to become active, responsible global citizens.

You are kindly asked to complete the questionnaire by ticking the appropriate boxes or writing short responses where necessary. There are no right or wrong answers; only your professional insights and experiences matter.

Thank you very much for your time and valuable contribution to this research.

Sincerely,

Section One: Background Information

1. How many years of teaching *English* experience do you have?

☐ 1–5 years ☐ 6–10 years ☐ 11–15 years ☐ More than 15 years

2. How many years have you been teaching *Oral Expression* classes?

☐ 1–3 years ☐ 4–7 years ☐ 8–10 years ☐ More than 10 years

3. *Have you received any sort of training regarding Global Citizenship Education*

☐ Yes ☐ No

Section two: Teachers' Awareness of and Attitude towards Global Citizenship Education and its Implementation in EFL Oral Expression Classes

4. Please indicate your level of agreement with each statement by ticking in the appropriate column.

(1 = Strongly agree ... 4 = Strongly disagree)

	Statement	1	2	3	4
A	I am familiar with the concept of Global Citizenship Education				
B	I believe that GCE should be included in foreign language curricula in the 21st century				
C	Global Citizenship Education is relevant to teaching a foreign language today				
D	I can clearly define what Global Citizenship Education (GCE) means in the context of EFL teaching.				
E	GCE involves fostering values such as respect, solidarity, and social responsibility.				
F	GCE goes beyond cultural awareness to include critical examination of global issues.				
G	Integrating global topics enriches students' language learning process.				

5. Rate your agreement by ticking in the appropriate column

(1 = Strongly agree ... 4 = Strongly disagree)

	Statement	1	2	3	4
A	Oral Expression classes are a good place to help students build global citizenship skills like talking with others and understanding different points of view.				
B	Speaking tasks on worldwide issues (climate, rights, and pandemics) help students become informed global citizens.				
C	Interactive oral activities (debates, role-plays) develop intercultural sensitivity more than lectures do.				
D	I view my Oral Expression syllabus as flexible enough to integrate GCE themes.				
E	Training in GCE pedagogy would enhance my ability to design oral-skills tasks around global topics.				

6. Do you have any other comments to add about the importance of embedding GCE themes into your Oral Expression Classes?

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7. Please rate how important you believe each aspect is for effective GCE integration in an EFL oral class:

(1 = Very important ... 4 = Not important)

	Aspect	1	2	3	4
A	Using current global news/topics as speaking prompts				
B	Promoting collaborative discussions on global challenges				
C	Encouraging critical thinking through debating global issues				
D	Incorporating intercultural communication activities (e.g., role-plays, simulations)				
E	Assessing students on both language accuracy and their understanding of global concepts				
F	Integrating GCE requires major adjustments to the existing Oral Expression syllabus				

Section three: Teachers' Adaptive Practices to Implement GCE in EFL Oral Expression Classes and the Barriers they face

8. To what extent do you currently implement Global Citizenship Education (GCE) principles in your EFL Oral Expression Classes?

☐ Always ☐ Often ☐ Rarely ☐ Never

9. If you do so, how often do you engage in following GCE-related activities in your Oral Expression classes?

(1 = Always ... 4 = Never)

	Activity	1	2	3	4
A	Assign oral presentations on global issues (e.g., climate change, human rights)				
B	Facilitate small-group debates on international topics				
C	Use authentic materials (e.g., news videos, podcasts) from different countries				

	Activity	1	2	3	4
D	Encourage students to compare local vs. global perspectives				
E	Include peer feedback on intercultural communication skills				
F	Reflect with students on how language learning shapes global awareness				

10. Do you encounter any obstacles in implementing GCE within the EFL classroom?

YES ☐

NO ☐

- If yes, what do these obstacles pertain to?

(Tick all that apply)

1. Lack of institutional support or resources ☐
2. Insufficient training on GCE approaches ☐
3. Large class sizes ☐
4. Rigid curriculum with limited flexibility ☐
5. Time constraints (too much content, too little time) ☐
6. Students' low motivation and confidence or interest in global and complex issues ☐
7. Time pressure to cover language points first ☐
8. Other: ☐

Section four: Algerian EFL Instructors' Strategies and Suggestions for Embedding GCE in OEC

11. Which of the following would most help you integrate GCE more effectively?

(1 =Extremely helpful ... 4 = Not helpful)

	Strategy	1	2	3	4
A	Workshops on designing GCE-focused oral activities				
B	Ready-made lesson plans and materials integrating global issues				
C	Access to up-to-date multimedia resources (videos, articles) on global challenges				

	Strategy	1	2	3	4
D	Collaboration platforms to share best practices with colleagues				
E	Flexibility in the Oral Expression syllabus to include global content				
F	Institutional recognition (e.g., credit, professional development) for GCE-oriented teaching.				

12. What are your suggestions for effectively integrating GCE in EFL speaking classrooms and how it should be taught?

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Thank you for completing this questionnaire. Your input is important to understand and improve the integration of Global Citizenship Education in Algerian EFL Oral Classes.

ملخص

أصبح مفهوم "التعليم على المواطنة العالمية" يحظى باهتمام متزايد في المجال التربوي مؤخرًا، وذلك نتيجةً لتنامي الترابط العالمي، لاسيما في مجال تعليم اللغة الإنجليزية كلغة أجنبية، حيث تُعتبر اللغة الإنجليزية بشكل متزايد لغة عالمية تعزز التواصل الدولي والتفاهم بين الثقافات. وتُعدّ دروس "التعبير الشفهي" وسيلة واعدة لدمج هذا النوع من التعليم، حيث يمكن الجمع بين تعلم اللغة وتنمية الوعي العالمي والفهم الثقافي من خلال تناول قضايا ومواضيع عالمية. يهدف هذا البحث إلى استكشاف تصورات أساتذة الجامعات الجزائرية نحو تطبيق التعليم على المواطنة العالمية في دروس التعبير الشفهي للغة الإنجليزية كلغة أجنبية. وفي هذا الإطار، تم طرح أربعة أسئلة:

ما هي آراء وتفسيرات أساتذة اللغة الإنجليزية في الجامعات الجزائرية لمفهوم التعليم على المواطنة العالمية (1)

كيف ينظرون إلى دمج هذا المفهوم في دروس التعبير الشفهي؟ (2)

كيف يطبقونه فعليًا في أقسامهم؟ (3)

ما هي التحديات والعوائق التي تواجههم عند محاولة تنفيذ هذا النوع من التعليم؟ (4)

ما هي الاستراتيجيات التي يقترحونها لتحسين تدريس المواطنة العالمية في أقسام التعبير الشفهي؟ (5)

وللإجابة عن هذه الأسئلة وتحقيق هدف الدراسة، تم توزيع استبيان على ثلاثة وخمسين أستاذًا لمادة التعبير الشفهي من ثماني جامعات جزائرية، وهي: ميلّة، قسنطينة، جيجل، وهران، سطيف، سيدي بلعباس، قالمة، وأدرار. تم اختيار هؤلاء الأساتذة نظراً لخبرتهم المباشرة في تدريس المهارات الشفوية. لا نعلم ما إذا كانوا على دراية مسبقة بهذا المفهوم أم لا. كشفت النتائج الرئيسية أن معظم الأساتذة لديهم وعي بمفهوم التعليم على المواطنة العالمية ويدعمون دمجها في دروس التعبير الشفهي، غير أن هذا لا يعني أنهم يطبقونه جميعًا بشكل كامل في ممارساتهم التعليمية. كما تم تحديد عدة عراقيل، أبرزها نقص التكوين، ضعف الإمكانيات، والمحتوى الدراسي الجامد. وتم مناقشة نتائج أخرى لاحقًا في الدراسة. وبناءً على النتائج المحققة، تقدم الدراسة مجموعة من التوصيات والاقتراحات التي من شأنها تحسين إدماج التعليم على المواطنة العالمية في أقسام الإنجليزية في الجامعات الجزائرية.

الكلمات المفتاحية: التعليم على المواطنة العالمية، اللغة الإنجليزية كلغة أجنبية، دروس التعبير الشفهي، تصورات الأساتذة، الجامعات الجزائرية.

Résumé

Le concept de l'éducation à la citoyenneté mondiale (ECM) a récemment gagné en importance dans le discours éducatif, en raison de l'interconnexion croissante entre les sociétés, notamment dans le domaine de l'anglais comme langue étrangère. En effet, l'anglais est de plus en plus perçu comme une langue mondiale favorisant la communication et la compréhension internationales. Une méthode prometteuse pour intégrer l'ECM est à travers les cours d'expression orale, où l'apprentissage de la langue peut être lié à une prise de conscience globale et une compréhension interculturelle à travers des thématiques mondiales. L'objectif principal de cette étude est d'explorer les perceptions des enseignants universitaires algériens concernant la mise en œuvre de l'ECM dans les cours d'expression orale en anglais comme une langue étrangère. Cinq questions de recherche ont été formulées : 1) Quelles sont les conceptions et interprétations des enseignants d'anglais vis-à-vis de l'éducation à la citoyenneté mondiale ? 2) Comment perçoivent-ils son intégration dans les cours d'expression orale ? 3) Comment la mettent-ils en pratique dans leurs classes ? 4) Quels sont les défis et obstacles rencontrés lors de son application ? 5) Quelles stratégies suggèrent-ils pour améliorer l'enseignement de l'ECM dans les cours d'expression orale ? Pour répondre à ces questions et atteindre les objectifs de l'étude, un questionnaire a été administré à 53 enseignants de l'expression orale dans huit universités algériennes : Mila, Constantine, Jijel, Oran, Sétif, Sidi Bel Abbès, Guelma, et Adrar. Ces enseignants ont été choisis pour leur expérience directe dans l'enseignement des compétences orales, sans savoir à l'avance s'ils étaient conscients du concept ou non. Les résultats principaux montrent que la majorité des enseignants connaissent le concept de l'ECM et soutiennent son intégration dans les cours oraux. Cependant, tous ne l'appliquent pas pleinement dans leur pratique pédagogique. Plusieurs obstacles ont été identifiés, notamment le manque de formation, le manque de ressources, et la rigidité des programmes. D'autres résultats ont été discutés. Sur la base de ces constats, l'étude propose plusieurs recommandations pour améliorer l'inclusion de l'ECM dans les classes d'anglais en Algérie.

Mots Clés : L'éducation à La Citoyenneté Mondiale, L'anglais Comme Langue Etrangère, Les Cours D'expression Orale, Les Perceptions Des Enseignants.