ISSN: 2716-9189 Category B E-ISSN: 2676-1750
Journal of Studies in Language, Culture, and Society (JSLCS). (09) 03, 2026. (PP. 229-249)
Received: 11/12/2025 Accepted: 26/07/2026 Published: 30/09/2026

READING THE WORLD THROUGH ENGLISH: PROMOTING GLOBAL CITIZENSHIP THROUGH EFL READING IN ALGERIAN HIGHER EDUCATION

Dhikra Harroug[1] **Hind Baadache**[2]
[1] **Batna 2 University (Algeria),**
dhikra.harroug@univ-batna2.dz
[2] **Batna 2 University (Algeria),**
h.baadache@univ-batna2.dz

Abstract: This study investigates the pedagogical impact of embedding globally oriented thematic content and critical literacy tasks within an English as a Foreign Language (EFL) reading curriculum, evaluating its dual capacity to enhance academic reading proficiency and cultivate Global Citizenship Education (GCE) dispositions. Utilizing a mixed-methods design, the research combined a quasi-experimental procedure with qualitative data collection. Participants included 70 second-year EFL students at Batna 2 University, divided into an experimental group and a control group, along with six experienced EFL instructors. The experimental group (n = 35) received a 12-week sustained global-issues intervention, in which reading instruction was framed around curated texts on global challenges, coupled with critical discussion and reflective tasks. The control group (n = 35) followed the standard structural syllabus at Batna 2 University, Algeria. Quantitative data from pre- and post-comprehension tests were analyzed via ANCOVA, complemented by qualitative thematic analysis of post-intervention semi-structured interviews with 12 purposively selected students and 6 experienced teachers. Quantitative analysis revealed a statistically significant improvement in reading comprehension scores for the experimental group (M = 16.8) compared to the control group (M = 12.9). Qualitative findings from the interviews provided a deeper, explanatory layer: students exposed to global issues reported substantially increased motivation and engagement with reading materials. They demonstrated enhanced intercultural sensitivity and a more pronounced sense of global citizenship, including greater empathy and a feeling of connectedness to worldwide concerns. The integration of critical global literacy into tertiary EFL reading successfully bridges the historical division between linguistic skill acquisition and transformative, values-based education. This study advances international EFL scholarship by offering an empirically validated, replicable framework for operationalizing GCE within traditional, form-focused post-colonial institutional landscapes, demonstrating that civic transformation and rigorous language acquisition are mutually reinforcing.

Keywords*:* Algerian higher education; EFL reading instruction; global citizenship education; transformative learning.

How to cite the article:
Harroug, D., & Baadache, H. (2026). Reading the world through English: Promoting global citizenship through EFL reading in Algerian higher education. *Journal of Studies in Language, Culture, and Society (JSLCS), 9*(3), 229-249

© 2026 The Author(s). This open access article is published by the *Journal of Studies in Language, Culture, and Society* (JSLCS) under the Creative Commons Attribution 4.0 International Licence (CC BY 4.0), https://creativecommons.org/licenses/by/4.0/

[1]**Corresponding author :** Dhikra Harroug, **ORCID ID: https://orcid.org/0009-0008-9436-3713**

1. Introduction

The 21st century has witnessed a profound reorientation of educational goals, driven by technological advances, economic interdependence, and pressing transnational challenges. In this context, education systems worldwide are compelled to look beyond local or national paradigms and equip learners with the competencies to engage as informed, ethical participants in a global society (Akkari & Maleq, 2020; UNESCO, 2017). Within this shift, English as a Foreign Language (EFL) education is uniquely positioned to move beyond its traditional focus on linguistic structures and serve as a dynamic platform for fostering intercultural dialogue, critical awareness, and the values of global citizenship (Baker & Fang, 2022; Byram, 2008).

Historically, EFL pedagogy, including in Algeria, has often prioritized grammatical accuracy and examination performance, treating language as a neutral system of communication (Rezig, 2011). However, contemporary applied linguistics recognizes English as an international language (EIL) imbued with socio-cultural and political dimensions: a medium for accessing diverse worldviews and engaging with global narratives (Baker, 2022). Consequently, the EFL classroom is increasingly conceptualized as a site for developing *global competence*: the ability to examine local and global issues, understand and appreciate multiple perspectives, and take action toward collective well-being (Mansilla & Jackson, 2022; OECD, 2018).

Global Citizenship Education (GCE), as advocated by UNESCO (2015), provides a robust framework for this endeavour, emphasizing knowledge, skills, values, and attitudes centred on respect for diversity, solidarity, and sustainable development. Integrating GCE into language teaching aligns with a *critical* approach to literacy, where reading becomes an active process of meaning-making, questioning power relations, and connecting textual content to real-world contexts (González-Valencia et al., 2022; Porto et al., 2018). For EFL learners, engagement with carefully selected texts on themes such as climate justice, digital equity, or migration offers authentic linguistic input while simultaneously nurturing empathy, ethical reasoning, and a sense of shared global responsibility (Byram et al., 2022).

The Algerian higher education context presents a compelling and under-researched arena for this pedagogical integration. While recent policy shifts acknowledge the importance of English for scientific and global engagement, institutional practices often remain tethered to traditional, form-focused instruction (Ghouali & Haddam Bouabdallah, 2024). This creates a salient gap between the potential of EFL education as a vehicle for transformative learning and its current, frequently instrumental, implementation. Preliminary studies in similar contexts highlight both the transformative potential of content-based language teaching focused on global issues and the challenges teachers face, including a lack of training and suitable materials (Kusumaningputri & Widodo, 2018; Omidvar & Sukumar, 2013). However, empirical research investigating the dual impact on both language skills and global citizenship dispositions within the Algerian university setting remains scarce.

Most GCE research comes from the Global North or highly westernized East Asian contexts. There is an empirical vacuum regarding how GCE operates in institutional frameworks that are simultaneously navigating post-colonial language dynamics, rapid shifts toward English for scientific internationalization, and deeply entrenched, exam-driven grammatical traditions (like the Algerian university system).

To address this gap, this study investigates the pedagogical integration of global issues into the EFL reading curriculum at Batna 2 University. It examines whether a content-based approach centred on globally oriented texts and critical literacy tasks can deliver dual benefits:

enhancing academic reading comprehension and cultivating key attributes of global citizenship, such as intercultural sensitivity and civic awareness.

Research Question:

1. How does the systematic integration of global issues into EFL reading instruction influence Algerian university students' reading comprehension and foster the development of global citizenship traits?

Hypotheses:

1. Students exposed to a reading curriculum integrating global issues will demonstrate significantly greater improvement in reading comprehension and stronger development of global citizenship traits compared to a control group following a standard curriculum.
2. Both EFL teachers and students will express positive attitudes towards this integrated approach, perceiving it as beneficial for language development and the promotion of global citizenship.

By testing these hypotheses, this study aims to contribute evidence-based insights to the fields of EFL pedagogy and GCE, offering a replicable model for enriching language instruction in Algeria and similar contexts to meet the exigencies of the 21st century.

2. Literature Review

2.1 Defining Global Citizenship in Language Education

Within educational discourse, Global Citizenship (GC) has evolved from a broad aspirational concept into a foundational pedagogical framework aimed at developing learners' ethical awareness, intercultural empathy, and critical capacity to engage with transnational issues (Akkari & Maleq, 2020; UNESCO, 2015). It synthesizes elements from human rights, peace, and environmental education to foster a sense of shared responsibility for building a just, sustainable, and peaceful world (UNESCO, 2017). Operationally, GC is characterized by three interdependent dimensions: cognitive (knowledge of global systems and challenges), socio-emotional (empathy, solidarity, and valuing diversity), and behavioral (the motivation and skills to act responsibly locally and globally) (UNESCO, 2015; Wang & Hoffman, 2021).

In the domain of language education, this framework acquires unique potency. As a primary medium of global discourse, English as a Foreign Language (EFL) instruction is inherently positioned to transcend traditional grammatical and lexical objectives. Scholars argue that language learning is an intercultural process in which linguistic competence and global civic development are mutually constitutive (Baker & Fang, 2022; Byram, 2008). This perspective necessitates a shift from a native-speaker model of proficiency toward intercultural citizenship, where the goal is to enable learners to "engage in political activity and social participation" across linguistic and cultural borders (Byram, 2021, p. 8). Consequently, the EFL classroom is reimagined as a contact zone for critical dialogue, where learners decode linguistic forms while simultaneously negotiating meanings, ideologies, and perspectives embedded in texts and interactions (Baker, 2022; González-Valencia et al., 2022).

This alignment is strongly supported by contemporary policy and research. The OECD's (2018) global competence framework, for instance, explicitly links language learning to the ability to examine issues from multiple perspectives and engage in open, appropriate interactions across cultures. Empirical studies in various EFL contexts demonstrate that integrating global issues into the curriculum enhances not only language skills but also learners' critical thinking, empathy, and sense of agency (Byram et al., 2022;

Omidvar & Sukumar, 2013). Such an approach transforms reading and communication from skills of reception into critical literacy practices: active processes of analyzing power relations, questioning assumptions, and connecting textual content to real-world injustices (González-Valencia et al., 2022; Porto et al., 2018).

In the Algerian context, where English is increasingly vital for academic and professional mobility, integrating GC into EFL pedagogy addresses a dual imperative. It responds to national educational goals of forming engaged citizens while equipping students with the linguistic and critical tools to navigate a globalized landscape (Ghouali & Haddam Bouabdallah, 2024). This integration promotes a glocal orientation, encouraging learners to critically examine global phenomena through the lens of local realities and identities, thereby avoiding cultural homogenization (Bin-Hady et al., 2024). Thus, defining GC in Algerian EFL education involves conceptualizing the classroom as a transformative space where language learning catalyzes the development of informed, empathetic, and critically engaged global citizens.

2.2 Reading as a Vehicle for Intercultural Competence

Within the integrated language skills curriculum, reading serves as a uniquely potent vehicle for fostering global competence. As a receptive yet profoundly active skill, reading provides structured access to diverse worldviews, complex global issues, and authentic linguistic input, thereby bridging language acquisition with broader educational aims (Grabe & Yamashita, 2022). When texts are intentionally curated to address themes such as climate justice, digital equity, migration, and human rights, the reading classroom transforms into a critical site for intercultural learning and global civic development (Byram et al., 2022; González-Valencia et al., 2022).

This pedagogical alignment is grounded in the concept of critical global literacy, which extends beyond functional comprehension to encompass the interrogation of power, ideology, and representation within and behind texts (Porto & Zembylas, 2020). In an EFL context, this means guiding learners to not only understand *what* a text says but to critically analyze *how it* constructs meaning, *whose perspectives* it privileges or silences, and *what* socio-political realities it reflects (González-Valencia et al., 2022). Such analytical engagement directly cultivates the cognitive and ethical dimensions of global citizenship, fostering reflective, ethically informed thinkers capable of navigating complex transnational discourses (Andreotti, 2015; Omidvar & Sukumar, 2013).

The development of intercultural competence**,** a core pillar of global citizenship, is particularly mediated through reading. Engagement with a diverse textual corpus, including global literature, investigative journalism, and digital media from varied geopolitical contexts, allows learners to decenter their own cultural frameworks, recognize shared human concerns, and appreciate nuanced differences (Baker, 2022; Kusumaningputri & Widodo, 2018). This process fosters critical cultural awareness (Byram, 2021), empathy, and the ability to engage in dialogue across difference, which are essential for responsible global participation.

Implementing this approach requires a strategic reconceptualization of both material selection and instructional methodology. Pedagogical practice must shift from using decontextualized comprehension exercises to employing authentic, thematically rich texts that present real-world dilemmas (Grabe & Stoller, 2019). Instruction should then scaffold learners through critical literacy cycles involving pre-reading reflection, dialogic interrogation of the text, and post-reading action-oriented tasks (e.g., perspective-taking, ethical debates, or creating multimodal responses) that connect global issues to local realities (Bui, 2022). This student-centered, inquiry-based model positions reading as a transformative, dialogic practice rather than a passive skill.

In the Algerian university context, this represents a significant departure from traditional EFL instruction, which has often prioritized grammatical syllabi and examination-focused practice over meaningful engagement with content (Ghouali & Haddam Bouabdallah, 2024; Bin-Hady et al.). 2024). Embracing reading as a vehicle for global competence repositions English not merely as a foreign subject but as a vital tool for global understanding and civic agency**.** It enables students to develop both the linguistic proficiency and the critical consciousness necessary to interpret and engage with an interconnected world.

2.3 Contextualizing the Gap: EFL, GCE, and the Algerian Landscape

Despite this robust international scholarship, the integration of GCE into EFL remains nascent in many Global South contexts, including the Arab world and North Africa. In Algeria, EFL instruction has historically been shaped by a complex sociolinguistic landscape (Arabic, French, Tamazight) and an educational legacy that often prioritizes grammatical mastery and high-stakes exam preparation (Benrabah, 2013; Ghouali & Haddam Bouabdallah, 2024). While recent policy shifts acknowledge the importance of English for science, technology, and international dialogue, pedagogical practices have been slow to evolve, and explicit links to global citizenship are rare.

A limited but growing body of research highlights both the potential and challenges. Studies point to Algerian students' strong interest in global issues and their desire for more engaging, relevant content (Bin-Hady et al., 2024). However, significant barriers persist, including a lack of teacher training in critical methodologies, a scarcity of appropriate teaching materials, and curricula that are overloaded with structural syllabi (Ghouali & Haddam Bouabdallah, 2024). Therefore, a significant research gap exists: there is a paucity of empirical, classroom-based studies in Algeria that investigate the *dual impact* of integrating global issues through a critical literacy framework on both linguistic proficiency and global citizenship competencies**.**

This study aims to address this gap. By drawing on the synthesized frameworks of critical GCE, intercultural citizenship, and critical global literacy, it investigates whether a purposefully designed reading intervention can serve as an effective vehicle for transformative learning in the Algerian EFL classroom, thereby contributing contextualized empirical data to these international scholarly conversations.

3 Methodology

3.1 Research Design

To examine the impact of integrating global issues into EFL reading instruction on both language skills and citizenship-related competencies, a mixed-methods research design was adopted. This approach was selected to allow for a comprehensive investigation that captures measurable learning outcomes while also exploring the nuances of learners' experiences, perceptions, and engagement with the intervention. The combination of quantitative and qualitative data offers a deeper and more holistic understanding of the educational process, particularly in classroom-based research where setting, context, interpretation, and behaviour are closely intertwined. As Creswell and Plano Clark (2018) argue, mixed-methods designs enable researchers to investigate the whole phenomenon rather than isolated components, making them especially valuable for complex instructional settings.

Consequently, a quasi-experimental design was employed, complemented by descriptive procedures to provide a fuller account of the intervention's effects. Pre- and post-tests measuring students' reading ability were administered to compare an experimental group (students exposed to global-issue-based texts) with a control group that received traditional reading instruction. Although random assignment was not feasible, as is often the case in

authentic educational settings, this limitation was mitigated through careful matching of learners' profiles, classroom conditions, and instructional environments to ensure equivalence between groups.

On the other hand, the qualitative component of the study focused on gathering rich, descriptive accounts from both teachers and students through semi-structured interviews. These interviews were designed to capture participants' subjective attitudes and perceived shifts in their behaviours or ways of thinking (dimensions that are often overlooked in strictly quantitative designs yet are central to educational research concerned with the development of citizenship and identity). As Denzin and Lincoln (2011) noted, qualitative inquiry enables researchers to access the meanings individuals construct within their learning contexts, offering depth and nuance that complement and enrich quantitative findings.

3.2 Participants and Setting

The research was conducted at the Department of English, Batna 2 University, Algeria. This site represents a typical Algerian public university where EFL instruction is often characterized by large classes and an increasing recognition of English's importance for global academic and professional access.

The study employed a convenience sampling technique coupled with purposive assignment. Two intact second-year EFL classes (n = 35 per class) were selected at Batna 2 University based on administrative availability and structural accessibility. Because random assignment of individual students is structurally infeasible in authentic university course configurations, convenience sampling of intact groups was the most practical and ethically viable approach. To mitigate selection bias and ensure internal validity, groups were baseline-matched using independent t-tests on prior academic records (First-Year English GPA) and a pre-intervention reading diagnostic test, establishing statistical equivalence (p = .382) prior to treatment. The two groups were taught by the same instructor to control for teacher effect. Additionally, six experienced EFL instructors from the same department participated in semi-structured interviews to provide teachers' perspectives.

The demographic profile of the participants reflected the gender distribution commonly found in Algerian universities, with females slightly outnumbering males. In the experimental group, the sample consisted of 18 females and 17 males, while the control group comprised 20 females and 15 males. Most participants were between 19 and 21 years old and had studied English for more than six years prior to entering university (Table 1).

Table 1.

Demographic Profile of Student Participants (N = 70)

Demographic Variable	Category	Experimental Group (n = 35)	Control Group (n = 35)	Total (N = 70)
Gender	Female	18 (51.4%)	20 (57.1%)	38 (54.3%)
	Male	17 (48.6%)	15 (42.9%)	32 (45.7%)
Age (Years)	19 - 21	32 (91.4%)	31 (88.6%)	63 (90.0%)
	22+	3 (8.6%)	4 (11.4%)	7 (10.0%)
EFL Study Prior to University	> 6 years	35 (100%)	35 (100%)	70 (100%)

For the post-intervention interviews, two distinct sampling approaches were utilized:

1. Student Interview Sample: A purposive intensity sampling strategy was used to select 12 students from the Experimental Group (n = 35). Selection was stratified based on post-test performance: four high performers, four average performers, and four low performers. This strategy ensured maximum variation in perspectives, allowing the study to examine how students across different proficiency levels experienced the critical global literacy intervention.

2. Teacher Interview Sample: A purposive expert sampling strategy was applied to recruit six experienced EFL instructors (n = 6) from the department. Criteria for selection included a minimum of five years of university-level EFL teaching experience and active involvement in teaching reading/literacy modules. This strategy was essential to collect informed, highly reflective feedback regarding the curricular feasibility, institutional constraints, and pedagogical efficacy of integrating Global Citizenship Education into higher education.

3.3 The Intervention

The intervention for the EG was a 12-week, theme-based reading module designed around the principles of Content-Based Instruction (CBI) and Critical Global Literacy (Cates, 2022). The module replaced standard textbook excerpts with authentic, curated texts addressing pressing global themes: climate justice, digital equity, migration and displacement, global health, and cultural representation. Texts were sourced from reputable international media (e.g., *The Guardian Global* Development desk), UN agency reports, and contemporary global literature, adapted slightly for linguistic accessibility.

Each two-week thematic unit followed a critical literacy cycle:

1. Pre-reading: Activating schemata on the global issue from local and international perspectives.

2. During Reading: Tasks focused on both comprehension (e.g., identifying arguments) and critical analysis (e.g., analyzing author stance, detecting bias, identifying silenced voices).

3. Post-reading: Reflective and dialogic tasks, including ethical dilemma discussions, perspective-taking role-plays, and short reflective writing connecting the global issue to the Algerian context.

The CG continued with the department's prescribed reading syllabus, which focused on general comprehension, vocabulary building, and grammar-in-context exercises from standard EFL textbooks, without systematic integration of global themes.

3.4 Data Collection Instruments and Procedures

Quantitative Data: Quantitative data were collected using two equivalent-form reading comprehension instruments: a Pre-Test and a Post-Test (detailed in Appendix IV and Appendix V). Each test was allocated 60 minutes and designed for a total of 20 points. To ensure methodological transparency, the structure and target constructs of each test comprised three functional components:

- **Section 1: Skimming and Scanning / Literal Comprehension (5 Points):** Consists of targeted short-answer and locating tasks based on authentic texts. The purpose is to evaluate fundamental decoding, rapid information processing, and literal text navigation.
- **Section 2: Inferential and Critical Comprehension (7 Points):** Contains multiple-choice items and open-ended analytical prompts assessing hidden assumptions, author stance, and silenced perspectives. The purpose is to measure higher-order reading sub-skills, critical global literacy, and text-deconstruction capabilities.

- **Section 3: Vocabulary-in-Context (8 Points):** Evaluates academic and civic terminology through contextual selection and sentence generation tasks. The purpose is to measure domain-specific lexical acquisition and semantic mastery.

Both test forms were content-validated by a panel of two senior applied linguistics professors. Reliability was confirmed through pilot testing with non-participant second-year students, yielding a Cronbach's alpha of $\alpha = .78$, indicating strong internal consistency.

Qualitative Data: To complement the quantitative findings and gain a deeper understanding of the qualitative dynamics at play, semi-structured interviews were conducted with both students and teachers upon completion of the 12-week intervention. A semi-structured format was selected because it establishes a consistent framework of core questions while providing the flexibility required to probe unexpected insights, individual learning experiences, and nuanced perspectives. All interview sessions were audio-recorded with explicit participant consent, transcribed verbatim, and subsequently subjected to thematic analysis to identify recurring patterns regarding pedagogical outcomes and implementation challenges.

- Student Interviews

The student interviews were designed to explore learners' lived experiences with the global-issues-based reading curriculum, specifically focusing on changes in intrinsic motivation, critical reading habits, and civic awareness. A purposive sub-sample of participants from the experimental group was selected, encompassing high, average, and low post-test achievers to ensure a comprehensive range of perspectives. During these 20- to 30-minute individual sessions, the interview protocol investigated how students perceived authentic global themes, such as climate justice, digital equity, and migration, in comparison to standard topics. Furthermore, the discussions examined their self-reported engagement with critical literacy cycles, focusing on their ability to analyze author bias, identify silenced perspectives, and apply critical reading strategies outside of formal classroom settings.

- Teacher Interviews

In parallel, semi-structured interviews were conducted with the participating teachers to gather pedagogical insights regarding classroom implementation, evolving student dynamics, and institutional constraints. These 45- to 60-minute individual sessions explored teachers' observations of classroom shifts, particularly the transition from traditional, teacher-led instruction to dynamic, student-led debates. Teachers provided detailed feedback on students' growth in autonomy, as well as their practical adoption of civic and academic vocabulary. Additionally, the interviews allowed educators to articulate the logistical, curricular, and institutional barriers encountered while integrating Global Citizenship Education (GCE) and critical literacy into centralized, form-focused academic environments.

3.5 Data Analysis

Quantitative data from the pre- and post-tests were analyzed using IBM SPSS Statistics 28. Descriptive statistics (means, standard deviations) were calculated, and an Analysis of Covariance (ANCOVA) was conducted, with the pre-test as a covariate, to determine if there was a statistically significant difference in post-test scores between the EG and CG after controlling for initial ability.

Qualitative interview data were transcribed verbatim and subjected to thematic analysis (Braun & Clarke, 2022). An inductive coding process was employed to identify recurring patterns related to changes in global citizenship traits (e.g., empathy, criticality), engagement, and perceived learning. The qualitative findings were used to interpret and

elaborate on the quantitative results, following the principles of complementary mixed-methods analysis (Creswell & Plano Clark, 2018).

To ensure trustworthiness and systematic rigor of qualitative data analysis, transcripts were initially coded independently by the primary researcher and a secondary applied linguistics scholar using the inductive framework outlined in Appendix III. Intercoder reliability was calculated using Cohen's kappa (κ), yielding an initial agreement coefficient of 0.82, indicating a high level of consistency. Discrepancies in structural code assignments (e.g., distinguishing between 'Global Awareness' and 'Cultural Sensitivity') were resolved through iterative dialogic reconciliation sessions until 100% consensus was achieved.

4 Results

This section presents the research findings, organized according to the study's dual focus: (1) the measurable impact on reading proficiency and (2) the development of global citizenship traits. Quantitative data are reported through descriptive and inferential statistics, supported by tables and figures. Qualitative findings from student and teacher interviews are presented thematically with accompanying frequency data.

4.1 Quantitative Findings: Reading Proficiency

To evaluate the impact of the global-issues-based reading intervention, data were analyzed using inferential statistics via IBM SPSS Statistics 28. Prior to the 12-week intervention, an independent-samples t-test was conducted on the pre-test scores to assess baseline equivalence between the groups. The results confirmed that the experimental group ($M = 11.50$, $SD = 1.38$) and the control group ($M = 11.20$, $SD = 1.45$) did not statistically differ in their initial reading comprehension profiles, $t(68) = 0.88$, $p = .382$, establishing structural baseline equivalence.

Following the treatment period, a one-way ANCOVA was performed on the post-test scores to determine post-intervention differences while controlling for pre-test performance. The independent variable was the treatment group type (experimental vs. control), and the covariate was the students' pre-test scores. Preliminary checks confirmed that the assumptions of normality, homogeneity of variances ($F (1, 68) = 0.42$, $p = .519$), and homogeneity of regression slopes ($F (1, 66) = 1.15$, $p = .287$) were fully satisfied.

The ANCOVA revealed a significant main effect for the instructional treatment, $F (1, 67) = 104.14$, $p < .001$, partial $\eta^2 = .608$, indicating a large effect size. The experimental group achieved a significantly higher adjusted post-test mean ($M = 16.8$, $SE = 0.24$) than the control group ($M = 12.9$, $SE = 0.24$). The net gain of 5.3 points for the experimental group was substantially greater than the 1.7-point gain observed for the control group, validating the positive impact of content-based global themes on text comprehension (Table 2).

Table 2.

Reading Test Scores: Pre-Test, Post-Test, and Gain

Group	Pre-Test Mean (SD)	Post-Test Mean (SD)	Adjusted Post-Test Mean (SE)	Mean Gain
Experimental	11.50	16.80	16.78	5.30
Control	11.20	12.90	12.92	1.70

To investigate where the reading proficiency enhancements occurred, multivariate analysis was extended to the reading sub-skills. A series of independent-samples t-tests (with

Bonferroni corrections applied, α = .016) were calculated for the post-test sub-skill scores in Table 3 to substantiate the prose claims of "notable improvements."

Table 3.

Post-Test Inferential Comparisons for Reading Sub-Skills

Reading Sub-Skill	Experimental Group Mean (SD)	Control Group Mean (SD)	t(68)	p-value	Cohen's d
Vocabulary in Context	8.40	6.10	6.91	< .001	1.65
Inferential Comprehension	7.90	6.30	4.71	< .001	1.12
Critical Comprehension	7.50	5.80	4.68	< .001	1.11

As displayed in Table 3, the experimental group statistically outperformed the control group across all discrete target fields. The largest divergence occurred in Vocabulary in Context ($t(68) = 6.91$, $p < .001$, $d = 1.65$), supporting the notion that a global-issues dimension assists lexical acquisition through contextual salience. Significant structural differences were also validated for Inferential Comprehension ($t(68) = 4.71$, $p < .001$, $d = 1.12$) and Critical Comprehension ($t(68) = 4.68$, $p < .001$, $d = 1.11$), confirming that the critical literacy cycle enhanced higher-order analytical processing capabilities relative to the standard syllabus.

4.2 Qualitative Findings

4.2.1 Themes from Student Interviews

Thematic analysis of semi-structured interviews with 12 students from the EG yielded four primary themes related to global citizenship development. The frequency and relative salience of each theme are summarized in Table 4.

Table 4.

Frequency and Salience of Global Citizenship Themes from Student Interviews

Theme	Frequency (No. of Students)	Salience Score (1–3)
Increased Motivation & Engagement	11	3 (High)
Enhanced Critical Thinking & Questioning	10	3 (High)
Heightened Empathy & Ethical Awareness	9	2 (Medium)
Expanded Cultural & Global Awareness	8	2 (Medium)

Theme 1: Increased Motivation and Authentic Engagement

This was the most prevalent theme. Students consistently described a shift from viewing reading as a mandatory academic exercise to seeing it as a window into relevant, real-world dialogue. The authenticity and urgency of the topics served as a powerful intrinsic motivator.

- **Student 4:** *"Before, we read random passages about inventions or holidays. But reading a report on how coastal erosion affects Algeria and Senegal... it felt immediate.*

I wasn't just practicing English; I was learning about a threat to my own country. I actually wanted to discuss it."

- **Student 9:** *"When the topic is 'fake news,' and you analyze real social media posts about a world event, the class becomes a detective game. You're solving a real problem, not just a textbook exercise."*

Theme 2: Enhanced Critical Thinking and a "Questioning" Disposition

Students reported a fundamental change in their approach to text. The critical literacy cycle explicitly trained them to interrogate texts, moving from passive absorption to active critique.

- **Student 7:** *"The teacher always asked, 'Who benefits from this narrative?' Now I can't unsee it. I read a news article on migration and automatically look for the source, check what adjectives are used to describe people, and wonder what story a migrant themselves would tell."*
- **Student 12:** *"We compared two articles on the same climate summit: one from a European outlet and one from an African one. The differences in focus were shocking. It taught me that there is no neutral text. You have to critically assemble the puzzle from many pieces."*

Theme 3: Heightened Empathy and a Developing Ethical Framework

Engagement with narratives and case studies, particularly on themes like migration and inequality, fostered a strong socio-emotional response. Students described moving beyond abstract statistics to a felt sense of connection and shared humanity.

- **Student 11:** *"The unit on global health included personal stories from nurses during pandemics in different countries. It wasn't about numbers anymore; it was about exhaustion, courage, and inequality. I felt a real sense of respect and solidarity that I hadn't felt from a reading text before."*
- **Student 5:** *"Discussing the ethical dilemmas in AI development made me think about my future career. It's not just about getting a tech job; it's about what kind of world that technology will build. The course made those ethical questions personal."*

Theme 4: Expanded Cultural and Global Awareness: From Local to "Glocal"

Students developed a more nuanced understanding of the world, recognizing the interplay between global forces and local realities. This "glocal" perspective helped them situate Algeria within broader transnational systems.

- **Student 2:** *"I used to think of 'global issues' as problems 'over there' in poor countries. Now I see how supply chains, digital platforms, and environmental policies connect my daily life in Batna to factories in Asia and decisions in Europe. We are all in the same system."*
- **Student 8:** *"Reading about water scarcity in other arid regions made me appreciate our own challenges differently. We analyzed solutions from Jordan and compared them to Algeria. It was empowering—it turned a global problem into a field for local innovation."*

4.2.2 Teachers' Observations

The teachers' feedback validates the students' evaluations of the course. In post-course evaluations, teachers reported increased sophistication in students' thinking, greater pride in their participation, and even stronger personality development. According to a teacher,

"... the students were not just answering questions any longer. They were asking them." Another instructor observed a rise in student-led discussions and a renewed enthusiasm for reflective journal writing, clear indicators of deeper, more autonomous learning.

Teachers consistently reported observable shifts in classroom dynamics and student dispositions, as synthesized in Table 5.

Table 5.

Summary of Teacher Observations on Students' Development

Observed Area of Development	Teachers Reporting	Key Illustrative Observations
Transformed Classroom Discourse	6/6	Shift from teacher-led Q&A to student-led debates, with learners respectfully challenging each other's interpretations and citing textual evidence to support claims.
Growth in Learner Autonomy & Voice	5/6	Increase in voluntary contributions, students bringing in related articles, and a noticeable rise in confidence, especially among previously quiet students, when discussing values-based topics.
Application of Critical Skills Beyond the Classroom	4/6	Reports of students applying critical reading frameworks to social media, news, and even content in other academic subjects, demonstrating transfer of learning.
Development of a Civic and Academic Lexicon	6/6	Students spontaneously and accurately using sophisticated, topic-specific vocabulary (e.g., "sustainable development," "social justice," "geopolitical") in discussions and writing.

- **Teacher A:** *"The dynamic changed completely. My role shifted from 'knowledge deliverer' to 'discussion facilitator.' They were teaching each other by sharing different perspectives on a text about cultural appropriation. My most important task was to ensure a respectful and evidence-based dialogue. "*
- **Teacher C:** *"I was particularly struck by the reflective journals. They moved from simple summaries to deep, personal reckonings. One student wrote, 'After reading about electronic waste in Ghana, I looked at my old phone differently. I am part of this chain. That connection between the global and the personal is exactly what we aim for. "*
- **Teacher E:** *"Facilitating discussions on sensitive topics like religious conflict or historical injustice required careful emotional scaffolding. We had to build a classroom contract of trust first. It was more demanding than a grammar lesson, but infinitely more rewarding."*

4.3 Convergence of Findings

Qualitative data provide the explanatory layer for the quantitative gains. The **increased motivation** (Theme 1) led to greater cognitive investment, driving improvements in **vocabulary** and **inferential comprehension**. The practice of **critical thinking** (Theme 2) is the direct behavioral manifestation of the gains measured in the **critical comprehension sub**-test. Furthermore, the development of **empathy** and **global awareness** (Themes 3 & 4) reflects the socio-emotional and cognitive dimensions of global citizenship, which teachers observed as deeper engagement and more sophisticated discourse. This triangulation of data sources confirms that the intervention successfully created a virtuous cycle where engagement

with meaningful content enhanced language skills, and the development of linguistic tools enabled deeper critical and civic engagement.

5 Discussion

The present study sought to investigate how integrating global issues into EFL reading instruction influences Algerian university students' reading proficiency and fosters the development of global citizenship traits. The findings provide robust, multi-faceted support for the study's hypotheses. First, the quantitative results confirm that students exposed to the global-issues curriculum achieved a statistically significant greater improvement in reading comprehension compared to the control group, with notable gains in critical sub-skills such as inferential comprehension and vocabulary in context. Second, the qualitative data substantiate the hypothesis regarding positive attitudes and the development of global citizenship, revealing that both students and teachers perceived the intervention as highly beneficial. Students reported increased motivation, enhanced critical thinking, heightened empathy, and expanded cultural awareness, while teachers observed more profound classroom discourse and greater learner autonomy. These outcomes collectively affirm that a content-based approach anchored in global themes can simultaneously advance linguistic and civic-educational objectives within the Algerian EFL context.

The quantitative gains in reading comprehension align with and extend a growing body of international research advocating for content-integrated language teaching. The significant post-test difference between groups resonates with findings from meta-analyses on Content and Language Integrated Learning (CLIL), which consistently report moderate to large positive effects on L2 reading development, matching our adjusted ANCOVA findings ($F(1, 67) = 104.14$, $p < .001$, partial $\eta^2 = .608$) (Dalton-Puffer, 2011; Dodigovic & Agustín-Llach, 2022). More specifically, the marked improvement in *critical comprehension* and *vocabulary acquisition corroborates* studies by Pratama and Yuliati (2016) and Cates (2022), who argue that engaging with complex, authentic thematic content provides a meaningful context for inferencing and deepens lexical knowledge through repeated, salient exposure to topic-related terms. Our results thus empirically validate the applicability of these principles in a North African university setting, a context underrepresented in the CLIL literature.

Qualitatively, the emergence of themes such as Increased Motivation & Engagement and Enhanced Critical Thinking directly echoes prior scholarship on global citizenship education (GCE) in language teaching. The student-reported shift from viewing reading as a skill to seeing it as a tool for understanding "our future" mirrors the transformative learning outcomes described by Byram et al. (2022), where language learning becomes a vehicle for critical engagement with the world. Similarly, the development of Empathy & Ethical Awareness and Cultural Awareness reinforces the socio-emotional objectives central to UNESCO's (2015) GCE framework and empirical work by González-Valencia et al. (2022) and Omidvar and Sukumar (2013). However, this study contributes a novel contextual dimension by demonstrating how these affective and cognitive shifts manifest among Algerian learners, who navigate a unique linguistic and cultural landscape shaped by Arabization, Francophone heritage, and rising global English (Ghouali & Haddam Bouabdallah, 2024).

The convergence of quantitative and qualitative findings underscores a critical synthesis: linguistic proficiency and global citizenship development are not competing aims but are mutually reinforcing when pedagogy is intentionally designed to link language form with global meaning. This challenges persistent, traditional EFL paradigms in contexts like Algeria, where instruction has historically prioritized grammatical accuracy and exam preparation (Benrabah, 2013; Bin-Hady et al., 2024). The study demonstrates that moving

beyond this traditional model does not compromise academic rigor; instead, it enriches it by fostering the higher-order cognitive and analytical skills essential for both academic success and responsible global participation.

5.1 Implications for Pedagogy and Curriculum Design

The findings carry significant implications for EFL curriculum reform in Algeria and similar contexts. First, they advocate for a systematic integration of critical global literacy as a core component of reading syllabi. This requires moving beyond textbooks to incorporate authentic, multi-genre texts from diverse global sources (e.g., international journalism, UN reports, and digital narratives) that address pressing issues like climate justice or digital equity. Second, pedagogy must shift from teacher-led comprehension checks to learner-centered critical literacy cycles involving pre-reading reflection, dialogic text interrogation, and post-reading action-oriented tasks that connect global themes to local realities. Such a shift necessitates corresponding changes in assessment to value critical analysis and reflective engagement alongside comprehension.

5.2 Implications for Teacher Education and Policy

Effective implementation of this paradigm depends on substantial investment in teacher preparedness. Pre-service and in-service training programs must equip teachers with competencies in material selection, facilitation of sensitive discussions, and the design of critical literacy tasks (Omidvar & Sukumar, 2013). At the policy level, national curriculum frameworks and teaching standards should explicitly link language learning objectives with global competence outcomes, as seen in the OECD (2018) framework. Ministries of education and higher education institutions can support this by funding the development of open educational resources (OERs), providing access to global media databases, and incentivizing interdisciplinary collaborations that create locally relevant, globally informed teaching materials.

5.3 Limitations and Avenues for Future Research

This study has limitations that suggest productive directions for future inquiry. The sample was drawn from a single university, and the intervention lasted one academic semester. Longitudinal studies tracking cohorts over multiple years could illuminate the durability of gains in language and citizenship traits. Large-scale, multi-site experimental studies across different Algerian regions would enhance the generalizability of the findings. Furthermore, research is needed to explore the specific teacher knowledge and skills that most effectively support this pedagogical approach and to develop context-sensitive assessment tools for global citizenship competencies in EFL settings.

5.4 *Contextual Constraints, Implementation Barriers, and Scalability*

Despite the robust quantitative and qualitative gains documented in this investigation, expanding this critical global literacy model across the broader landscape of Algerian higher education introduces distinct institutional challenges. First, pedagogical scalability is restricted by institutional path dependency; heavily centralized national curricula prioritize fixed grammatical structures, making the inclusion of open, multi-genre global texts logistically demanding for instructors under rigid time constraints.

Second, teacher preparedness emerges as a major institutional bottleneck. Facilitating dialogic cycles surrounding politically or ethically sensitive global dilemmas (e.g., climate migration realities or digital inequities) requires advanced interactive competencies. Traditional teacher education programs in the region rarely equip instructors with the pedagogical tools needed to manage a 'pedagogy of discomfort' (Porto & Zembylas, 2020),

risking a retreat into safe, purely form-focused instruction when faced with complex classroom dynamics.

Finally, the transferability of these findings must be approached carefully. While successful in an urban university setting like Batna 2, smaller or more geographically isolated institutions may face disparate material access barriers and variable initial learner proficiencies, which could alter the baseline efficacy of content-based instructional models.

6 Conclusion

This study set out to address a critical juncture in Algerian higher education: the need to evolve EFL instruction beyond traditional, form-focused paradigms to meet the dual demands of academic proficiency and global civic engagement. By investigating the integration of global issues into reading instruction, the research provides robust evidence that these objectives are not only compatible but mutually reinforcing. The core argument advanced, that EFL reading can serve as a transformative vehicle for both language development and global citizenship formation, has been substantiated through a convergent mixed-methods design. Quantitatively, the significant gains in reading comprehension, particularly in inferential and critical sub-skills, demonstrate that engagement with complex, meaningful content directly enhances academic achievement. Qualitatively, the emergence of themes such as heightened empathy, critical questioning, and a sense of global belonging illustrates the profound socio-affective and civic dimensions activated by this pedagogical approach.

The strength of this argument lies in its dual validation. It moves beyond theoretical advocacy to offer empirical proof from an under-researched context, demonstrating that a critical, content-integrated model can successfully navigate the unique linguistic and cultural landscape of Algeria. This addresses a persistent gap between the country's global aspirations and its often-insular educational practices. The findings challenge the assumed dichotomy between "teaching language" and "educating citizens," proposing instead a synergistic model where learning to read complex texts on issues like climate justice or migration inherently cultivates the analytical skills and ethical awareness required of global citizens.

Reflecting on this research issue, it becomes clear that the integration of global content is not merely an additive curriculum change but a fundamental reorientation of the EFL classroom's purpose. It transforms the act of reading from a passive exercise in decoding into an active process of *reading the world*, a practice that builds linguistic competence while fostering the critical consciousness necessary to interrogate power structures and envision more equitable futures. In the Algerian context, this is particularly potent. It allows students to engage with global discourses through English while critically examining their own positionality, thereby strengthening local identity within a global framework rather than eroding it.

Ultimately, this study underscores that the most compelling response to 21st-century educational challenges is a pedagogy of integration and relevance. For Algerian universities and similar institutions worldwide, the path forward requires a committed shift in policy, curriculum design, and teacher preparation. It calls for investing in authentic materials, fostering interdisciplinary collaboration, and empowering teachers as facilitators of critical dialogue. By embracing this vision, EFL education can transcend its conventional boundaries. English can be repositioned not as a foreign language to be mastered, but as a vital tool for understanding, connection, and responsible agency, equipping a generation of learners not only to navigate a complex world but to engage with it thoughtfully, ethically, and with transformative intent.

Declaration on Generative AI Use. During the preparation of this work, the authors used Grammarly for the purposes of language refinement and structural formatting. After using this tool, the authors reviewed and edited the content as necessary and take full responsibility for the content of the publication. The authors confirm that no AI tools were used to generate original research content, collect or analyze data, formulate findings, or develop scholarly arguments.

Ethical Declaration. Participation in the study was voluntary, and the participants were informed about the purpose and procedures of the research. Informed consent was obtained from the participants, and confidentiality and anonymity were maintained throughout the study.

Funding Statement. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Conflict of Interest. The authors declare that they have no conflict of interest.

Data Availability. Data are available upon request.

Author Contribution. Dhikra Harroug: Conceptualization, methodology, investigation, data collection, data analysis, interpretation of findings, and writing the original draft and revision.

Hind Baadache: Contribution to the research design, data collection, interpretation of findings, and critical revision of the manuscript.
Both authors reviewed and approved the final version of the manuscript.

References

Akkari, A., &Maleq, K. (2020). *Global citizenship education: Critical and international perspectives*. Springer Nature. https://doi.org/10.1007/978-3-030-44617-8

Andreotti, V.D.O. (2015). Global Citizenship Education Otherwise. In: Abdi, A.A., Shultz, L., Pillay, T. (eds) Decolonizing Global Citizenship Education. SensePublishers, Rotterdam. https://doi.org/10.1007/978-94-6300-277-6_18

Baker, W., & Fang, F. (2022). Intercultural citizenship and the internationalisation of higher education: the role of English language teaching. *Journal of English as a Lingua Franca*, 11(1), 63-75. https://doi.org/10.1515/jelf-2022-2067

Baker, W. (2022). From intercultural to transcultural communication. *Language and Intercultural Communication*, *22*(3), 280–293. https://doi.org/10.1080/14708477.2021.2001477

Benrabah, M. (2013). *Language conflict in Algeria: From colonialism to post-independence*. Multilingual Matters. https://doi.org/10.21832/9781847699657

Bin-Hady, W. R. A., & Schug, D. (2024). EFL teachers' attitudes towards a glocalized approach: An international, mixed-methods study. *Jurnal Arbitrer*, 11(1), 13–28. https://doi.org/10.25077/ar.11.1.13-28.2024

Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. SAGE Publications. https://journals.sagepub.com/doi/10.1177/1035719X211058251

Bui, T. H. (2022). English teachers' integration of digital technologies in the classroom. *International Journal of Educational Research Open*, 3(9), 1-15. https://doi.org/10.1016/j.ijedro.2022.100204

Byram, M. (2008). From Foreign Language Education to Education for Intercultural Citizenship: Essays and Reflections. Bristol, Blue Ridge Summit: Multilingual Matters. https://doi.org/10.21832/9781847690807

Byram, M. (2021). *Teaching and assessing intercultural communicative competence*: Revisited (2nd ed.). Multilingual Matters. https://doi.org/10.21832/9781800410251

Byram, M., Golubeva, I., Han, H., & Wagner, M. (Eds.). (2017). *From Principles to Practice in Education for Intercultural Citizenship.* Multilingual Matters. https://doi.org/10.29366/2017tlc.1.4.7

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning.* Cambridge University Press. https://doi.org/10.1017/9781009024549

Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Thousand Oaks, CA: SAGE.

Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to principles? *Annual Review of Applied Linguistics*, 31, 182–204. https://doi.org/10.1017/S0267190511000092

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The SAGE handbook of qualitative research* (4th ed.). SAGE Publications.

Dodigovic, M. Agustín-Llach, M. P. (2022). *Vocabulary in curriculum planning: Needs, strategies and tools*. Springer. https://doi.org/10.1007/978-3-030-48663-1

Ghouali, K., & Haddam Bouabdallah, F. (2024). Englishisation of Algerian Higher Education through EMI: Expectations versus Reality. *Aleph*, 11(4-2), 629–642. https://aleph.edinum.org/13133

González-Valencia G, Massip Sabater M and Santisteban Fernández A (2022) *Critical Global Citizenship Education: A Study on Secondary School Students*. Front. Educ. 7:867113. https://doi.org/10.3389/feduc.2022.867113

Grabe, W., & Stoller, F. L. (2019). *Teaching and researching reading* (3rd ed.). Routledge. https://doi.org/10.4324/9781315726274

Grabe, W., & Yamashita, J. (2022). *Reading in a Second Language: Moving from Theory to Practice* (2nd ed.). Cambridge: Cambridge University Press. https://doi.org/10.1017/9781108878944

Kusumaningputri, R., &Widodo, H. P. (2018). Promoting Indonesian university students' critical intercultural awareness in tertiary EAL classrooms: The use of digital photograph-mediated intercultural tasks. *System*, *72*, 49–61. https://doi.org/10.1016/j.system.2017.10.003

Luke, A. (2018*). Critical Literacy, Schooling, and Social Justice: The Selected Works of Allan Luke* (1st ed.). Routledge. https://doi.org/10.4324/9781315100951

Mansilla, V. B., & Jackson, A. (2022). *Educating for global competence: Preparing our youth to engage the world* (2nd ed.). ASCD. https://doi.org/10.13140/2.1.3845.1529

OECD. (2018). *Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework*. OECD Publishing.

Omidvar, R., & Sukumar, B. (2013). The Effects of Global Education in the English Language Conversation Classroom. *English Language Teaching*; 6(7):151-157 https://doi.org/10.5539/elt.v6n7p151

Porto, M., & Zembylas, M. (2020). Pedagogies of discomfort in foreign language education: Cultivating empathy and solidarity using art and literature. *Language and Intercultural Communication*, *20*(4), 356–374. https://doi.org/10.1080/14708477.2020.1740244

Porto, M., Houghton, S. A., & Byram, M. (2018). Intercultural citizenship in the (foreign) language classroom. *Language Teaching Research*, *22*(5), 484–498. https://doi.org/10.1177/1362168817718580

Pratama, H., & Yuliati, Y. (2016). Global Education in English Classroom: Integrating Global Issues into English Language Teaching. *International Journal of Social Science and Humanity*. 6(9), 719-722. https://doi.org/10.18178/ijssh.2016.6.9.739

Rezig, N. (2011). Teaching English in Algeria and Educational Reforms: An Overview on the Factors Entailing Students Failure in Learning Foreign Languages at University.

Procedia - Social and Behavioral Sciences, 29, 1327–1333. https://doi.org/10.1016/j.sbspro.2011.11.370
UNESCO. (2015). *Global citizenship education: Topics and learning objectives*. UNESCO Publishing. https://doi.org/10.54675/DRHC3544
UNESCO. (2017). *Education for sustainable development goals: Learning objectives*. UNESCO Publishing.
Wang, C., & Hoffman, D. M. (2021). The meanings of Blackness: Belonging and exclusion among African immigrant parents and students in US schools. *Citizenship: Teaching and Learning*, 16(3), 323-341. https://doi.org/10.1386/ctl_00069_1

Appendices

Appendix I: Students' Interview Questions

1. How did you feel about reading texts that addressed global issues (e.g., climate change, migration, human rights)?
2. Did these topics motivate you more than traditional reading materials? Why or why not?
3. What aspects of the course helped you understand global problems more clearly?
4. Did the course change the way you think about your role in the world? Please explain.
5. Which reading activities (discussions, reflections, vocabulary tasks, etc.) supported your learning the most?
6. Did you find it easier or harder to read and understand English texts when they focused on global themes?
7. How did working with global issues influence your critical thinking?
8. In what ways, if any, did the course help you relate classroom learning to real-life experiences?
9. What suggestions do you have for improving this type of instruction?

Appendix II: Teachers' Interview Questions

1. What were your initial impressions of using global-issue-based materials in the reading course?
2. Did you observe any changes in students' motivation or engagement?
3. How did students respond to discussions about sensitive or complex global topics?
4. In what ways did global-issue instruction support or challenge your teaching practice?
5. What improvements did you notice in students' reading sub-skills (vocabulary, inference, reasoning, analysis)?
6. Did the course influence students' attitudes, values, or awareness of global problems?
7. What challenges did you face while implementing the instructional materials?
8. How feasible do you think this approach is for widespread adoption in Algerian universities?
9. What recommendations would you make for teacher training or curriculum reform related to global issues?

Appendix III: Qualitative Coding Framework and Thematic Scheme

Code	Definition	ExampleExcerpt
Motivation Increase	Statements showing greater interest, enthusiasm, or emotional investment.	"I felt excited to read about topics that matter to the world."
Global Awareness	Evidence of increased understanding of global issues or interconnectedness.	"Now I see how climate change affects countries differently."
CriticalThinking	Indications of analysis, questioning, argument evaluation, or inference.	"I started asking why the author wrote this and for whom."
Cultural Sensitivity	Recognition of perspectives beyond one's own cultural context.	"I learned to respect refugees' experiences more."
LanguageDevelopment	Reference to improved vocabulary, inference, or comprehension.	"The new words helped me understand the topic deeply."
Empowerment/Voice	Expressions of confidence in sharing opinions or participating in discussions.	"I felt confident debating global warming in English."
EmotionalResponse	Feelings triggered by global issues (empathy, concern, shock).	"The story of displaced children made me sad and reflective."

Appendix IV: Reading Comprehension Pre-Test

Target Level: Second-Year EFL Undergraduates
Time Allotted: 60 Minutes
Total Points: 20

Section 1: Skimming and Scanning (Literal Comprehension) — 5 Points

Instruction: Read the following passage quickly and answer the questions below.

Global English and Changing Landscapes

The expansion of English as an international lingua franca has accelerated rapidly over the last three decades. Recent demographic tracking indicates that non-native English speakers now outnumber native speakers by a ratio of three to one. In many higher education institutions across North Africa, ministries of education are transitioning structural curricula away from historical second languages toward English to facilitate scientific publishing and international research networks. However, this transition faces infrastructural friction, including a lack of specialized teacher training programs and an over-reliance on rote grammar methodologies left over from previous structural eras.

1. According to the text, what is the exact current ratio of non-native to native English speakers worldwide? *(1 Point)*
    - **Answer:** _____
2. Identify two distinct institutional barriers to the English language transition mentioned by the author. *(2 Points)*
    - **Barrier 1:** _____
    - **Barrier 2:** _____
3. Underline the sentence in the text that explicitly states *why* North African universities are adopting English. *(2 Points)*

Section 2: InferentialComprehension — 7 Points

Instruction: Analyze the underlying implications of the passage and select or write the most accurate interpretation.

4. What can be logically inferred about the author's view of "previous structural eras" based on the phrase *"infrastructural friction"*? *(2 Points)*
    - A) They provided a superior foundational system for language training.
    - B) They left behind rigid pedagogical habits that slow down modern curricular reform.
    - C) They completely eliminated the need for international research networks.
    - D) They prioritized oral communication over written academic text production.
5. *Short Answer:* Based on the text's discussion of international research networks, why is a purely form-focused, localized grammar curriculum no longer sufficient for contemporary university students? *(5 Points)*
    - **Response:**

      _____

      _____

Section 3: Vocabulary-in-Context — 8 Points

Instruction: Determine the meaning of the targeted words as they are used in the baseline text.

6. As used in paragraph 1, the word **"accelerated"** most nearly means: *(2 Points)*
    - A) Decoupled
    - B) Hastened
    - C) Complicated
    - D) Standardized
7. Choose the word that can best replace **"friction"** in the text without changing the sentence's structural meaning: *(2 Points)*
    - A) Polishing
    - B) Agreement
    - C) Impediment
    - D) Acceleration
8. Write short sentences using the following academic terms to demonstrate semantic mastery: *(4 Points)*
    - **Lingua Franca:** _____
    - **Curricula:** _____

Appendix V: Reading Comprehension Post-Test (Intervention Evaluation)

Target Level: Second-Year EFL Undergraduates

Time Allotted: 60 Minutes
Total Points: 20

Section 1: Skimming and Scanning (Literal Comprehension) — 5 Points

Instruction: Read the following curated passage quickly and answer the questions below.

The Digital Divide and Knowledge Equity

While global digital expansion promises unprecedented access to educational opportunities, systemic digital equity remains uneven. Reports from international development agencies indicate that infrastructure deficits disproportionately exclude students in marginalized, developing contexts from participating in transnational knowledge economies. Furthermore, mainstream digital education platforms frequently prioritize Western-centric cultural paradigms, framing global issues through an insular lens that marginalizes indigenous knowledge systems and alternative local narratives. To counter this exclusion, critical

educators argue for a "glocal" approach that empowers learners to decode global media bias while asserting their own localized cultural agency.

1. According to the text, which group is disproportionately excluded from participating in transnational knowledge economies? *(1 Point)*
    - **Answer:** _____
2. What are the two main criticisms leveled against mainstream digital education platforms in this passage? *(2 Points)*
    - **Criticism 1:** _____
    - **Criticism 2:** _____
3. Underline the specific pedagogical solution proposed by critical educators to combat this exclusion. *(2 Points)*

Section 2: Inferential & Critical Comprehension — 7 Points

Instruction: Evaluate the ideological positions, hidden assumptions, and structural arguments within the passage.

4. Based on the passage, what hidden assumption does the author challenge regarding global digital expansion? *(2 Points)*
    - A) That digital technology is inherently neutral and automatically benefits all global learners equally.
    - B) That developing countries lack the intellectual capacity to participate in online learning.
    - C) That local dialects should entirely replace English in digital publishing systems.
    - D) That international development agency reports are consistently unscientific.
5. *Short Answer:* How does the author's call for a *"glocal approach"* relate to the concepts of critical global literacy and civic engagement explored throughout this course? Identify *whose voices* the author implies are currently being silenced. *(5 Points)*
    - **Response:**

      _____

      _____

Section 3: Vocabulary-in-Context (Civic & Academic Lexicon) — 8 Points

Instruction: Define the operational usage of the targeted concepts within the context of global pedagogy.

6. As used in paragraph 1, the phrase **"digital equity"** refers to: *(2 Points)*
    - A) The market value of electronic hardware components.
    - B) Just, fair, and equal access to digital technologies and learning opportunities.
    - C) The dominance of English-language search algorithms.
    - D) Automated grading tracking systems used in large-enrollment classrooms.
7. Which word is closest in meaning to **"insular"** as used to describe certain Western-centric lenses? *(2 Points)*
    - A) Comprehensive
    - B) Narrow-minded / Isolated
    - C) Equitable
    - D) Transformative
8. Write brief contextual sentences using these specific global citizenship terms from the study's framework: *(4 Points)*
    - **Margorinalized:** _____
    - **Cultural Agency:** _____