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Special Issue: Building Bridges across Borders by Empowering Global Citizenship

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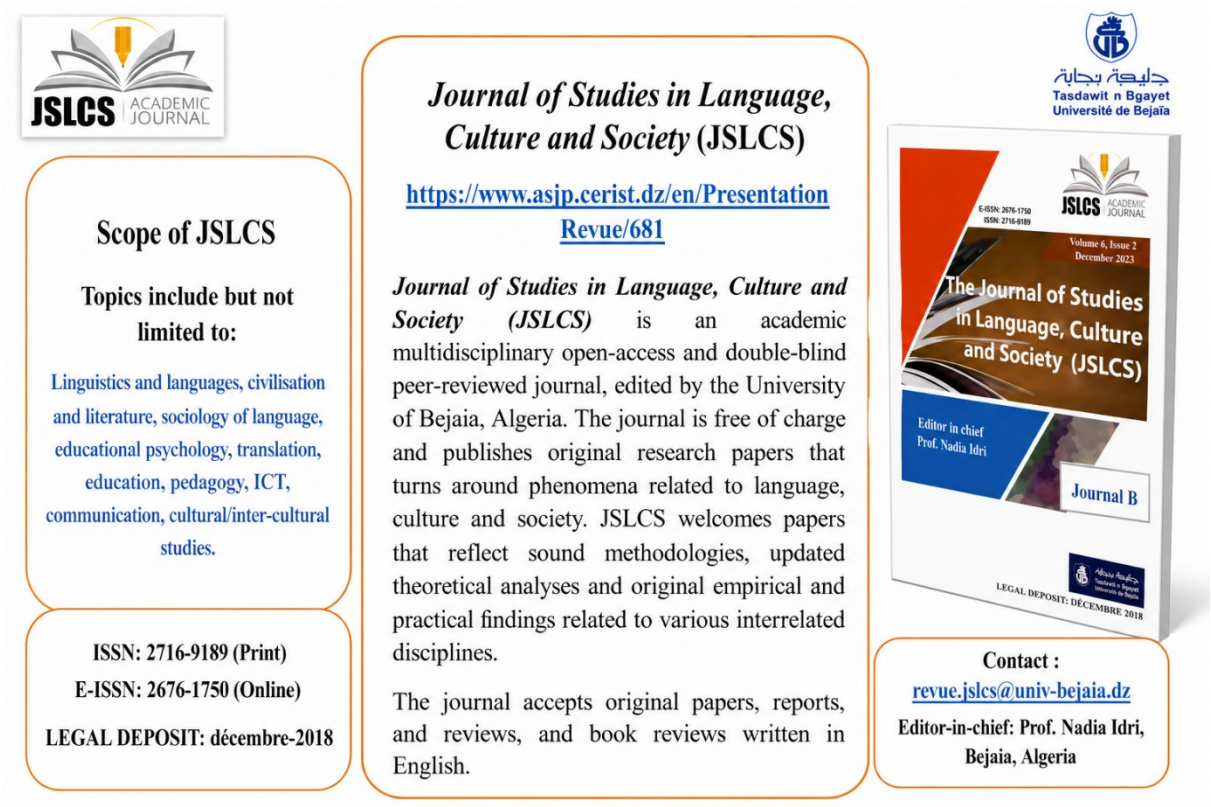
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PREFACE

Journal of Studies in Language, Culture, and Society (JSLCS)
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Building Bridges across Borders by Empowering Global Citizenship

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This special issue of the Journal of Studies in Language, Culture, and Society (JSLCS) emerges from the Second International "Going Global" Online Conference: Building Bridges across Borders by Empowering Global Citizenship, hosted in 2025. The conference brought together scholars, educators, and practitioners to interrogate the meaning of global citizenship in higher education and beyond. The contributions collected here reflect the urgency of rethinking citizenship in contexts marked by digital transformation, intercultural negotiation, and sustainability challenges. They also demonstrate the vitality of interdisciplinary approaches that connect pedagogy, identity, media, and cultural practice.

The keynote addresses provided conceptual anchors for the debates. Michael Byram emphasized the ethical responsibilities of higher education teachers in cultivating intercultural citizenship, situating pedagogy within values, frameworks, and "pedagogies of discomfort" (Byram, Porto, & Wagner, 2021; Porto, Golubeva, & Byram, 2023). Nadia Idri highlighted Algeria's Digital Transformation Strategy 2030, linking artificial intelligence, quality assurance, and sustainable development to SDG-4, thereby positioning inclusive digital education as a model for the Global South (Djennadi & Belimane, 2025; Balta, 2025). Eric Hagley presented the IVEProject, demonstrating how virtual exchange fosters intercultural presence and agency, extending the Community of Inquiry model into digital intercultural contexts (Garrison, Anderson, & Archer, 1999; Hagley & Yunita, 2025). Together, these keynotes framed the intellectual scaffolding of the issue, bridging ethics, technology, and intercultural dialogue.

The papers included in this issue are organized into four thematic axes: Pedagogy, Skills, and Sustainability; Identity, Inequalities, and Belonging; Media and Technology in Global Citizenship; and Intercultural Communication and Literary Pedagogy. Each axis is grounded in established theoretical frameworks, from critical pedagogy (Freire, 1970; Giroux, 2011) and postcolonial theory (Bhabha, 1994; Spivak, 1988) to media literacy (Kellner & Share, 2007) and intercultural competence (Byram, 1997; Deardorff, 2006). This structure ensures that the issue does not merely present isolated case studies but situates them within broader debates about values, equity, and transformation. In doing so, the issue underscores the necessity of connecting local practices to global frameworks and of embedding citizenship education within ethical, intercultural, and sustainable paradigms.

Ultimately, this special issue is both a scholarly record of the conference and a contribution to ongoing debates in global citizenship education. By foregrounding ethics, sustainability, and intercultural presence, the issue demonstrates that global citizenship is not an abstract ideal but a lived practice shaped by pedagogy, technology, and cultural negotiation. It is hoped that these contributions will inspire further dialogue and innovation, reinforcing the role of higher education as a catalyst for building bridges across borders.

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