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The Global Graduate in Algerian Higher Education: The Role of English as a Foreign Language Teaching in Promoting Intercultural Global Citizenship

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Abstract

Intercultural citizenship (ICit) and global citizenship (GCED) education stand today as defining pillars of contemporary educational agendas; through them, learners develop the capacity to navigate cultural diversity while exercising civic responsibility and ethical judgment. To articulate their intersection within the field of language education, and to distinguish this orientation from either framework in isolation, this study advances the construct of Intercultural Global Citizenship Education (IGCED), which integrates the civic orientation of GCED with the intercultural communicative and critically reflective dimensions central to language learning. Yet, within the Algerian higher education landscape, the operationalization of IGCED through English as a Foreign Language (EFL) instruction remains underexplored. Adopting an exploratory mixed-methods design, the study interrogates the perceptions, attitudes, and pedagogical practices of university EFL instructors regarding IGCED integration. Findings substantiate that while instructors broadly endorse the transformative potential of IGCED, its enactment is constrained by systemic challenges, including rigid curricula, limited institutional resources, and insufficient professional development. Additional barriers emerge in assessment innovation and the pedagogical use of digital technologies, both of which hinder the fuller realization of IGCED objectives. The study argues that meaningful integration of IGCED requires reforms that transcend the individual teacher level, encompassing policy support, curricular renewal, and sustained professional development initiatives. By foregrounding these imperatives, the research contributes to the growing body of scholarship on global citizenship in tertiary education and underscores the need to reposition Algerian universities as incubators of globally competent graduates.

Keywords: intercultural global citizenship education (IGCED), global citizenship education (GCED), intercultural citizenship education (ICE), intercultural communicative competence (ICC), higher education, EFL teaching

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1. Introduction

Higher education has long been a crucible for shaping informed and responsible citizens. In the 21st century, as globalization interweaves diverse cultures, economies, and societies, the educational landscape is undergoing profound transformations. Language educators in higher education, once primarily seen as instructors of grammar and vocabulary, today occupy a pivotal role as facilitators of intercultural competence (IC) and global citizenship. Language education has evolved beyond its linguistic confines; now it has positioned itself as a gateway to understanding cultural diversity, engendering empathy, and equipping students with the skills necessary to navigate an interconnected world. In this context, language teachers are uniquely tasked with guiding students toward becoming active, reflective global citizens, with the competencies needed to engage with the complex challenges of today's globalized society (Orsini-Jones & Lee, 2018).

In particular, the development of the “global graduate” is at the heart of this transformation. A global graduate is not only linguistically proficient but also interpersonally and interculturally competent, with the ability to engage meaningfully with diverse cultures, demonstrate empathy, and critically address global issues. Such a graduate also assumes ethical responsibility for contributing to social justice, sustainability, and inclusivity in local and global contexts. Consequently, the mandate of universities extends well beyond the transmission of disciplinary expertise or the preparation of work-ready professionals. It now encompasses the formation of individuals who possess a cosmopolitan outlook, intercultural dexterity, moral discernment, and an appreciation of how their choices are embedded in the wider networks that shape the contemporary world (Dippold et al., 2018; Jooste & Heleta, 2017). However, despite the growing recognition of the importance of intercultural communication and global citizenship, the integration of these concepts into higher education language curricula and teaching practices remains uneven and inconsistent. This study addresses that inconsistency by turning to the perspectives and classroom realities of EFL teachers in Algerian universities, with a view to understanding how they conceive and enact intercultural citizenship in their professional practice. Particular attention is given to the ways in which instructors interpret and operationalize intercultural communicative competence and intercultural global citizenship, and to how they perceive their roles in cultivating students who are responsible and globally aware citizens.

To that end, the research employs a mixed-methods design, drawing on a questionnaire that elicits and captures teachers' convictions, pedagogical approaches, difficulties, and the means by which they attempt to nurture students' intercultural and global sensibilities. Practically, the research is guided by the following three main research questions:

- How do EFL teachers in Algerian higher education institutions perceive the importance of intercultural global citizenship in language teaching?
- What strategies can be employed to effectively incorporate intercultural global citizenship into the English language teaching practices in Algerian higher education?
- What are the key challenges faced by EFL teachers in integrating intercultural citizenship into their teaching practices in Algerian universities?

2. Review of Literature

2.1. From Language Proficiency to Cultural Fluency: A Paradigm Shift

The transition from communicative competence (CC) to intercultural communicative competence (ICC) represents a critical evolution in the field of language education. This shift reflects a growing recognition that effective communication encompasses more than linguistic accuracy and fluency; it requires the ability to navigate and adapt to cultural differences. The progression from CC to ICC underscores the need to equip learners with skills that enable them to engage meaningfully across cultural boundaries.

2.1.1. Historical Context of Communicative Competence

Communicative competence, as a foundational concept in language education, emerged in the 1970s as a critique of the purely linguistic focus of earlier frameworks. Hymes (1972) argued that linguistic competence alone was insufficient for effective communication. Instead, he proposed that language learners needed the ability to use language appropriately in social and cultural contexts. This perspective gives primacy to performance over mere knowledge. It challenges the Chomskyan dichotomy of competence and performance and brings sociolinguistic and pragmatic aspects into sharper focus. Initially, however, CC was narrowly defined. Early interpretations prioritized grammatical and pragmatic appropriateness within homogeneous linguistic communities; hence, they sometimes overlooked the complexities of cross-cultural interactions. This limitation became increasingly evident as globalization accelerated and led to the creation of diverse communication contexts that transcended monolingual or monocultural frameworks.

2.1.2. The Emergence of Intercultural Communicative Competence

By the late 20th century, the inadequacies of CC in addressing intercultural dimensions of communication spurred the development of ICC. Scholars like Michael Byram (1997) advanced the view that communication is inherently informed by cultural contexts, and that successful interaction involves bridging cultural divides. Unlike CC, which focuses on language use within a single cultural paradigm, ICC addresses the complexities of intercultural dialogue, where participants bring distinct cultural norms, values, and assumptions to the interaction (Wang et al., 2024).

2.1.3. Bridging Communicative and Intercultural Competence

The transition from CC to ICC was not a complete departure but rather an expansion. While CC laid the groundwork by emphasizing contextually appropriate language use, ICC built on this foundation by incorporating cultural variability and the dynamics of intercultural interaction. For instance, the sociolinguistic competence highlighted in CC, which involves understanding language variations within a community, parallels the knowledge dimension of ICC, albeit on a broader, intercultural scale (Airoldi & Costantini, 2024). Moreover, ICC reframes communicative goals to include the ethical dimensions of intercultural engagement. While CC focuses on achieving mutual comprehension, ICC extends this goal to advancing respect, equity, and collaboration across cultural boundaries. This reorientation is congruent with broader societal movements that advocate for diversity, equity, and inclusion in education and communication.

2.1.3.1 Byram's Model of Intercultural Communicative Competence

Byram's Intercultural Communicative Competence (ICC) model identifies five key components that are essential for developing intercultural competence, which is particularly valuable in language education. These components help individuals understand and engage meaningfully with diverse cultures, for they facilitate effective communication and interaction across cultural boundaries. Below is an exploration of each component and its significance.

➤ **Key Components of Byram's ICC Model:**

- **Attitudes:** This component stresses the importance of openness, curiosity, and a willingness to engage with other cultures. Positive attitudes, such as respect and empathy, are foundational for promoting effective intercultural interactions and building meaningful relationships (Wang & Teo, 2024). Understandably, cultivating these attitudes in language learners helps them approach cultural differences with an open mind and a positive outlook, as well as enhancing their ability to communicate across cultural divides.
- **Knowledge:** Knowledge entails an understanding of the cultural practices, social structures, and historical contexts of different cultures. This knowledge is crucial for interpreting cultural nuances and avoiding misunderstandings in intercultural interactions (Byram, 2020). It enables individuals to better appreciate the complexities of cultural differences and deepen their understanding of how cultural values shape communication.
- **Skills of Interpreting and Relating:** These skills involve the ability to interpret and relate cultural meanings and practices. Being able to understand cultural cues and make connections between different cultural norms and behaviors is key to effective communication in intercultural settings (Bohinski et al., 2015). This competency allows individuals to navigate the subtleties of intercultural exchanges and avoid misinterpretations that could lead to conflict or misunderstanding.
- **Skills of Discovery and Interaction:** This component emphasizes the importance of actively seeking out and engaging with new cultural experiences. It involves the capacity to adapt to and learn from diverse cultural environments (Wang & Teo, 2024). Developing these skills helps individuals become more flexible and open-minded, promoting lifelong learning and the ability to interact effectively in an ever-changing global context.
- **Critical Cultural Awareness:** Critical cultural awareness refers to the ability to evaluate cultural practices and perspectives critically. This component encourages learners to reflect on their own cultural assumptions and biases, promoting a deeper understanding of how their culture relates to others (Wang & Teo, 2024). It enables individuals to assess cultural differences from an informed, analytical perspective, which drives them to achieve a more nuanced understanding of global issues.

While Byram's model has had a significant impact on the field of intercultural competence, some scholars argue that its binary categorization of "own" and "other" cultures oversimplifies the complexities of intercultural interactions. This critique champions the need for more fluid models that account for the dynamic and interconnected nature of contemporary intercultural exchanges (Gyogi & Lee, 2016). These evolving models aim to reflect the complexities and fluidity of cultural identities and interactions in today's globalized world.

2.1.4. Significance of the Shift in Language Education

The evolution from CC to ICC has profound implications for language pedagogy. Traditional communicative approaches typically emphasized linguistic proficiency as an end in itself. In contrast, ICC-oriented frameworks view language learning as a means to develop competent citizens equipped to engage with the world's cultural diversity. This paradigm shift has led to several notable changes in language education practices:

- 1. Curriculum Design:** Language curricula now integrate cultural content, including literature, film, and case studies, to expose learners to diverse perspectives and encourage critical reflection (Egorova, 2022; McConachy, 2017).
- 2. Assessment Practices:** In addition to testing linguistic skills, assessments increasingly evaluate learners' ability to navigate intercultural scenarios, such as through role-playing or portfolio-based methods (Wang & Teo, 2024).
- 3. Teacher Training:** Educators are being urged to undergo professional training on the incorporation of intercultural dimensions into their teaching, emphasizing empathy, critical thinking, and adaptability (Anuyahong et al., 2024; Tao & Burtseva, 2024).

2.2. From Intercultural Communicative Competence(ICC) to Intercultural Citizenship (ICit): Broadening the Scope of Global Engagement

The transition from ICC to ICit represents a profound shift in the scope and objectives of language education. While the early model of ICC privileged the development of individual skills for handling cultural diversity and achieving communicative effectiveness, it has been critiqued for its limited engagement with the broader ethical and societal responsibilities required in today's interconnected world. ICC foregrounds the interpersonal aspect of intercultural interactions, but it does not fully address the urgent need for individuals to take active roles that uphold justice, sustainability, and inclusivity within a globalized society.

In response to these limitations, intercultural citizenship emerges as a more comprehensive framework that extends beyond communication to encompass civic engagement, ethical reflection, and collective action. As Byram (2021) contended, intercultural citizenship challenges individuals not only to understand cultural differences but to critically examine their roles in promoting social responsibility. By focusing on active participation, it encourages learners to engage meaningfully with pressing global issues, such as inequality and environmental sustainability. This shift reflects the evolving role of education, not just in preparing individuals for intercultural communication, but in preparing them for active, ethical participation in both local and global communities (Porto, 2019). However, the application of intercultural citizenship in contexts with limited cultural diversity poses significant challenges. In such settings, fostering a global perspective requires innovative strategies that resonate with local realities. These approaches must ensure that the ideals of intercultural citizenship are adaptable and inclusive, which makes them relevant even in less diverse environments. In this way, intercultural citizenship builds upon the foundation laid by ICC as it enriches the framework by incorporating a broader, more holistic vision of global responsibility.

2.2.1. Intercultural Citizenship: A Broader Perspective

Intercultural Citizenship, introduced by Byram (2008), builds on the competencies of ICC while integrating a civic dimension that places emphasis on the responsibilities of individuals within interconnected societies. A key feature of this framework is the creation of supranational communities of action and communication, where intercultural experiences go beyond dialogue to foster collective efforts addressing issues such as inequality, environmental challenges, and social justice. As a result, learners are encouraged to critically deliberate on their roles within diverse societies and to act with inclusivity and ethical responsibility (Zhang & Lv, 2022).

Key components of intercultural citizenship include:

- **Ethical Responsibility:** A commitment to considering the impact of one's actions on others, with respect, empathy, and solidarity extending across cultural boundaries.
- **Collaborative Action:** The ability to work with individuals from diverse backgrounds to address shared global challenges.
- **Civic Engagement:** Active participation in democratic processes and intercultural initiatives, contributing to societal cohesion and equitable communities (Byram, 2021).
- **Intercultural Awareness and Sensitivity:** Developing a nuanced understanding of diversity, including the ability to adapt behavior to navigate intercultural interactions effectively (Baker, 2011).
- **Global Awareness:** An understanding and appreciation of the interconnectedness of people, cultures, and systems around the world. It involves recognizing global issues, celebrating cultural diversity, and understanding the impact of global events on local and international scales (Fattal & Alon, 2018).

2.2.2. Global Responsibility in Intercultural Citizenship Education (ICE)

Global citizenship and intercultural competency are increasingly recognized as essential in addressing global challenges and enculturating sustainable development. Central to this vision are the 17 Sustainable Development Goals (SDGs) introduced by the United Nations in 2015, particularly Goal 17, “*Partnerships for the Goals*”. This goal brings to the front the importance of international cooperation, shared resources, and knowledge exchange across cultural and social domains to achieve the 2030 Agenda (UN, 2015). Through the promotion of collaboration and mutual understanding, it stresses the need for individuals to adopt a global citizenship mindset rooted in shared responsibility and collective action (Guillén-Yparrea & Ramírez-Montoya, 2023).

2.2.2.1 Global Citizenship Education (GCED)

Global Citizenship Education (GCED) is an emerging concept that has gained significant traction in contemporary education, receiving considerable attention across academic literature. Its rise can be viewed as an extension of traditional citizenship education, which has shifted from a national to a global perspective in response to the forces of globalization (Saperstein, 2022). While GCED remains a dynamic and evolving concept, its meaning continues to be debated, with scholars yet to arrive at a universally accepted definition. However, numerous initiatives have sought to outline its core principles. One such effort is the Maastricht Global Education Declaration (2002), which offers a comprehensive definition, stating that global education aims to broaden individuals' perspectives on the world's realities, motivating them to contribute to a world characterized by justice, equity, and human rights. This definition emphasizes that global education encompasses an abundance of dimensions, including development education, human rights education, peace and conflict prevention education, sustainability education, and intercultural education (North-South Centre of the Council of Europe, 2002). UNESCO (2013) further expanded the concept by presenting GCED as an educational framework designed “to empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world” (pp. 15–16). In this sense, the key components of GCED include forging critical thinking, empathy, respect for diversity, and a strong ethical responsibility, all of which are essential in nurturing globally responsible citizens. These qualities, UNESCO affirmed, are fundamental to addressing global issues and inculcating a sense of shared responsibility among individuals worldwide.

In the literature, Intercultural Citizenship (ICE) and Global Citizenship Education (GCED) are sometimes treated as separate constructs and sometimes as overlapping, depending on the study. ICE, as articulated by Byram (2008), is typically associated with language education and centers on learners' development of intercultural competence, critical thinking, and principled participation within culturally diverse contexts; it gives particular attention to the relational and communicative aspects of citizenship. GCED, by contrast, is linked to broader educational domains and engages learners with global challenges such as sustainability, social justice, and human rights. It cultivates awareness of collective responsibility and informed action on a planetary scale. Given the complementarity of these perspectives, this study advances Intercultural Global Citizenship Education (IGCE) as a unified, synthetic framework. IGCE incorporates both the interpersonal, language-mediated skills central to ICE and the global civic orientation anchored in GCED.

2.2.3. The Potential of Language Education in Promoting IGCE

In language education, the promotion of intercultural competencies aligns seamlessly with the broader global vision of preparing learners to participate meaningfully in an interconnected world. Central to the cultivation of intercultural citizenship is the enhancement of students' intercultural competence. This concept, at its core, entails the development of positive intergroup attitudes, a deep appreciation of diverse worldviews, and the capacity to adapt behavior for effective interaction across cultural boundaries (Schwarzenthal et al., 2019). Language classrooms, in particular, offer a rich environment for this growth. They enable students to observe linguistic and cultural elements, analyze their nuances, and compare them critically. This process deepens learners' understanding of cultural diversity and equips them with the skills to mediate between differing perspectives (Szczepaniak-Kozak, 2016). As a matter of fact, beyond geographical boundaries, interculturality in language education emphasizes a dynamic exchange of cultural values through sustained interactions. It calls for an understanding of cultural diversity coupled with a commitment to championing respectful and meaningful dialogue (Pierro et al., 2016). Thus, through the fulfillment of these objectives, language education achieves more than linguistic proficiency; it prepares individuals to navigate and contribute to a diverse, globalized society with empathy and insight. Core intercultural competencies in this context include:

- **Intercultural communication** centers on the ability to express oneself effectively and with empathy when engaging with diverse audiences. It emphasizes not only clarity in communication but also a deep consideration of the perspectives and emotions of others.
- **Intercultural sensitivity** highlights the importance of developing awareness and empathy toward cultural differences. It involves recognizing the nuances of diverse cultural norms and values while building the capacity to address and navigate cross-cultural challenges thoughtfully and respectfully (Swartz et al., 2020).
- **Intercultural responsibility** focuses on fostering ethical dialogue and encouraging cooperative actions that promote respect and solidarity. It calls for an active commitment to engaging with others in a way that values diversity and supports meaningful collaboration across linguistic and cultural boundaries (Guilherme, 2020; Holmes, 2011).

Integrating these competencies into language education prepares learners to combine linguistic proficiency with intercultural awareness. By doing so, they can engage in culturally responsive exchanges and contribute to global problem-solving efforts. This approach not only

enhances their ability to communicate across cultures but also positions them as active participants in building inclusive, sustainable, and equitable global communities. Through the lens of global citizenship, language education becomes a vital tool for bridging cultural divides and driving a collaborative approach to shared global challenges.

3. Methodology

3.1. Research Design

This research employs an exploratory design to investigate the integration and promotion of intercultural/global citizenship into EFL teaching in Algerian higher education. Through the use of a hybrid questionnaire, the study seeks to explore EFL teachers' perceptions, practices, challenges, and strategies for promoting intercultural and global citizenship in their classrooms.

3.2. Sampling

This study employed a convenience sampling method to select participants. The sample consisted of 30 EFL teachers from various higher education institutions in Algeria. Initially, 130 emails were sent to EFL teachers from different universities and institutions, inviting them to participate in the study. However, only 30 teachers responded and agreed to complete the questionnaire. This sample represents a convenient subset of EFL educators who were available and willing to contribute to the research. While the sampling method is non-random, the sample size of 30 participants is considered adequate for an exploratory, perception-based investigation, as it aligns with common practices in similar studies. In fact, there is general agreement among researchers that a sample size of 30 or more is typically sufficient to achieve a reasonable level of statistical power for most tests. However, this 30-sample size rule is only a guideline. Roscoe (1975) recommended a sample size between 30 and 500 for most studies, noting that larger samples may introduce errors (Sekaran & Bougie, 2016). Additionally, in favor of this point, Andrade (2020) argued that "too large a sample is unnecessary and unethical, and too small a sample is unscientific and also unethical" (p. 102).

3.3. Data Collection Instrument and Procedures

In recent years, the questionnaire has become a highly preferred tool for collecting data, particularly in educational research, due to its efficiency in gathering both factual and demographic information (Holmes, 2023). As a straightforward, versatile research instrument, it enables respondents to provide answers ranging from simple checkmarks to more detailed responses, either on paper or through online platforms. This text-based tool, typically consisting of a series of questions or statements, has grown in prominence as a key method for survey research, largely because of its versatility, convenience, cost-effectiveness, and confidentiality. Therefore, to address the research questions, the study uses a mixed-methods questionnaire as the primary data collection tool. The questionnaire is designed to capture both quantitative and qualitative data regarding teachers' perceptions, practices, challenges, and strategies for integrating intercultural global citizenship in their teaching. Hence why, it was informed by established frameworks on ICC and ICit (Byram, 1997; 2008; 2021), as well as relevant literature on GCED. Additionally, its design drew on instruments from previous ICC and GCED studies and practical considerations specific to the Algerian higher education context.

3.4. Validity and Reliability

In this study, the validity and reliability of the questionnaire were assessed through a pilot study. Participants provided feedback indicating that the questionnaire items were relevant and

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cohesive, which affirms strong face and content validity. As for reliability, Cronbach's Alpha was calculated to assess internal consistency. In fact, reliability testing is crucial for validating questionnaires and ensuring consistency across their components and the repeatability of results. According to Huck (2012), a scale is considered reliable when its items are coherent and measure the same underlying construct, manifesting high internal consistency. The Cronbach's Alpha coefficient is commonly used to measure this internal consistency. Bonett (2014) explained that "*Cronbach's alpha reliability is one of the most widely used measures of reliability in the social and organizational sciences*" (p. 1). Cronbach's Alpha ranges from 0 to 1, with higher values indicating greater internal consistency. A value of 0.70 or above is generally considered acceptable, though this can vary depending on the context (Straub et al., 2004). For exploratory studies, a reliability coefficient of at least 0.60 is recommended. Hinton et al. (2004) defined four levels of reliability: excellent (0.90 and above), high (0.70–0.90), moderate (0.50–0.70), and low (below 0.50), with low reliability often indicating poorly tailored questionnaires. The significance of Cronbach's Alpha lies in its ability to provide precise and accurate reliability assessments. The following table presents the reliability statistics for the present study's questionnaire, including Cronbach's Alpha and Cronbach's Alpha based on standardized items, to assess the internal consistency of the scale.

Table N°01: Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.817	.825	4

The Cronbach's Alpha value of **0.817** indicates good internal consistency among the four selected items of the questionnaire. A value above **0.70** is generally considered acceptable, and in this case, it testifies that the items are reliably measuring the same underlying construct. The Cronbach's Alpha Based on Standardized Items is **0.825**, which is slightly higher, illustrating that the items are even more consistent when the data is standardized. Overall, the results make clear that the questionnaire has strong reliability, and the items used are coherent in assessing the construct they are intended to measure.

3.5. Ethical Considerations

The study adhered to established ethical standards for educational research. Participation was voluntary, anonymity was fully guaranteed, and no personal data were collected. The purpose of the study along with the data-use procedures were clearly communicated to participants prior to engagement.

4. Results

4.1. Presentation of Findings

Tables 2 to 15 present descriptive statistical data, reflecting participants' demographic characteristics, their views on ICC and IGCED, current practices, assessment methods, perceived challenges, and proposed recommendations.

Table N°02: Participants' Demographics and Professional Background		
Question Category	Responses	Percentage
Gender	Male	23.3%
	Female	76.7%

Qualification	Ph.D.	63.3%
	Master	6.7%
	Magister	30.0%
Specialty	Didactics/TEFL	16.7%
	Linguistics	30.0%
	Literature	26.7%
	Civilization	16.7%
	ESP	3.3%
	Language and Culture	6.7%
Teaching Experience	0-5 years	36.7%
	6-10 years	20.0%
	+10 years	36.7%
Level Being Taught	Undergraduate	53.3%
	Graduate	20.0%
	Both	26.7%
Formal IGCED Training	Yes	13.3%
	No	86.7%

The demographic data of the participants offers valuable insights into their professional and academic profiles, including gender, qualifications, specializations, teaching experience, teaching levels, and formal training on intercultural competence (ICC) and intercultural global citizenship education (IGCED).

As indicated in the table above, the sample is predominantly female, with women constituting 76.7% of the participants, while men account for 23.3%. This notable gender disparity reflects the higher representation of women within this teaching cohort. In terms of qualifications, the participants are highly credentialed, with the majority holding a Ph.D. (63.3%). This is followed by 30% with a Magister degree and 6.7% with a Master's degree.

The participants' academic specializations are diverse, with Linguistics emerging as the most common area (30%), closely followed by Literature (26.7%). Didactics/TEFL and Civilization each account for 16.7%, while smaller percentages specialize in Language and Culture (6.7%) and ESP (3.3%). This variety of expertise highlights the multidisciplinary backgrounds of the teachers.

Teaching experience among participants also varies significantly, with an equal proportion of educators (36.7%) having either 0-5 years or more than 10 years of teaching experience. Meanwhile, 20% fall into the 6-10 years range, offering a balanced representation of novice and seasoned educators. Regarding the levels they teach, a majority of participants (53.3%) are involved in undergraduate education, while 26.7% teach at both undergraduate and graduate levels. Only 20% focus exclusively on graduate teaching.

Finally, when it comes to formal training in intercultural competence and intercultural global citizenship education, a significant majority (86.7%) reported no such training, with only 13.3% having received formal education in these areas.

Overall, the demographic data underscores the participants' advanced academic qualifications, diverse specializations, and a blend of teaching experiences, while also pointing to areas for further development, particularly in intercultural training.

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**Table N°03: Perceived Importance of Integrating Intercultural Competence into English
Language**

Response	Frequency	Percentage
Very Important	23	76.7%
Somewhat Important	7	23.3%
Neutral	0	0.0%
Somewhat Unimportant	0	0.0%
Not Important at All	0	0.0%
Total	30	100%
Mean		1.23
Standard Deviation(SD)		0.42

The data showcase participants' views on the importance of integrating intercultural competence into English language teaching. A significant majority, 76.7% (23 respondents), deemed it "Very Important," while 23.3% (7 respondents) considered it "Somewhat Important." No respondents selected the options "Neutral," "Somewhat Unimportant," or "Not Important at All." The mean score of 1.23 indicates a pronounced tendency towards the importance of intercultural competence, with responses skewing toward higher levels of agreement. The standard deviation of 0.42 suggests minimal variation among responses, further emphasizing the uniformity in participants' perspectives.

**Table N° 04: Participants' Beliefs on the Importance of Fostering IGCED in Language
Education**

Response	Frequency	Percentage
Yes	28	93.3%
No	1	3.3%
Unsure	1	3.3%
Total	30	100%

The responses to the question of whether fostering intercultural global citizenship is a critical component of language education corroborate the existence of a strong consensus among participants. An overwhelming majority of 93.3% (28 respondents) affirmed that they believe it is important, while 3.3% (1 respondent) disagreed, and another 3.3% (1 respondent) remained unsure. These results signal the high value placed on intercultural global citizenship within language education, with a clear inclination toward its integration.

**Table N° 05: Teachers' Agreement on the Role of Language Teachers in Promoting Cultural
Diversity and Global Issues**

Response Category	Frequency	Percentage
Strongly Agree	22	73.3%
Agree	7	23.3%
Neutral	1	3.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	30	100%
Mean		1.30
Standard Deviation (SD)		0.53

The data in Table N° 05 attests to a clear pattern of agreement among respondents regarding the importance of language teachers going beyond linguistic skills to actively

promote students' understanding of cultural diversity and global issues. A significant majority, 73.3% (22 respondents), **strongly agreed** with the statement, while an additional 23.3% (7 respondents) expressed **agreement**. Only one respondent (3.3%) remained **neutral**, and none selected “**Disagree**” or “**Strongly disagree**”, indicating a lack of opposition to the concept. The mean score of **1.3** (on a scale of 1 to 5) reflects a high level of agreement among participants, with a relatively low standard deviation of **0.53**, evidencing minimal variability in responses.

Table N°06: Role of Language Teachers

Responses	Frequency	Percentage (%)
Facilitating cross-cultural understanding	7	23.3%
Encouraging critical thinking	9	30.0%
Promoting awareness of global issues	7	23.3%
Helping students develop intercultural communication skills	8	26.7%
Providing opportunities for intercultural exchange	6	20.0%
Encouraging students to engage in social action	5	16.7%
All of the above	19	63.3%

The results shown in the table above mirror the diverse roles language teachers perceive in fostering intercultural competence. A majority of respondents (63.3%) indicated that they believe all the listed roles are important, emphasizing a comprehensive approach to teaching. The most frequently identified individual role is “Encouraging critical thinking” (30%), followed by “Helping students develop intercultural communication skills” (26.7%). Other notable responses include “Facilitating cross-cultural understanding” and “Promoting awareness of global issues” (both 23.3%). Less common roles, such as “Providing opportunities for intercultural exchange” (20%) and “Encouraging students to engage in social action” (16.7%), were selected by fewer respondents, which clarifies that while these roles are considered valuable, they may not be as integral to teachers' current practices.

Table N° 07: Definitions and Key Elements of ICC and IGCED in English Language Teaching

Question	Responses	Frequency	Percentage (%)
How would you define “intercultural competence” in the context of language teaching?	➤ Knowledge of other cultures	8	26.7%
	➤ Ability to communicate with people from different cultures	8	26.7%
	➤ Sensitivity to cultural differences	5	16.7%
	➤ All of the above	20	66.7%
	Total	30	100%
How do you define “global citizenship” in the context of your teaching?	➤ Understanding global issues	8	26.7%
	➤ Being able to engage with people from various cultural backgrounds	12	40.0%
	➤ Advocating for social justice and equality	2	6.7%
	➤ All of the above	18	60.0%
	Total	30	100%
What are the key elements of IGCED that	➤ Knowledge of world cultures and global issues	8	26.7%
	➤ Promoting respect for diversity	8	26.7%

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should be promoted through English language education?	➤ Encouraging active participation in global development	10	33.3%
	➤ Understanding human rights and social justice issues	5	16.7%
	➤ Probing the potential of a harmonious intercultural dialogue	1	3.3%
	➤ All of the above	19	63.3%
	Total	30	100%

The obtained data proffer insights into how respondents perceive and prioritize the concepts of intercultural competence and intercultural global citizenship within the context of English language teaching.

Regarding the definition of intercultural competence, the majority of participants (66.7%) selected “All of the above,” suggesting a holistic understanding that combines knowledge of other cultures, the ability to communicate with individuals from diverse backgrounds, and sensitivity to cultural differences. Each of the other options—“Knowledge of other cultures” and “Ability to communicate with people from different cultures”—was chosen by 26.7% of respondents. Notably, “Sensitivity to cultural differences” received the lowest selection rate at 16.7%, indicating that while this element is recognized, it may not be seen as sufficient on its own. Similarly, the definition of intercultural global citizenship reveals a preference for a comprehensive view, with 60% of respondents choosing “All of the above.” This signals a tendency to associate intercultural global citizenship with understanding global issues, engaging with people from diverse cultural backgrounds, and advocating for social justice and equality. Among the individual options, “Being able to engage with people from various cultural backgrounds” garnered 40% of responses, followed by “Understanding global issues” at 26.7%, and “Advocating for social justice and equality”, which was selected by only 6.7%.

Finally, when asked about the key elements of intercultural global citizenship that should be promoted through English language education, 63.3% of respondents favored “All of the above,” emphasizing the importance of a comprehensive approach. Among the individual elements, “Encouraging active participation in global development” was the most frequently selected (33.3%), followed by “Knowledge of world cultures and global issues” and “Promoting respect for diversity,” each at 26.7%. “Understanding human rights and social justice issues” was chosen by 16.7% of respondents, while “Probing the potential of a harmonious intercultural dialogue” had the lowest selection rate at 3.3%. Viewed collectively, the findings make evident that participants predominantly favor an integrative approach to both intercultural competence and intercultural global citizenship.

Table N° 08: Modules Identified for Integrating Intercultural Citizenship Education

Responses	Frequency	Percentage (%)
Civilization	16	53.3%
Oral Expression	13	43.3%
Literature	10	33.3%
Culture	9	30.0%
Linguistics/sociolinguistics	5	16.7%
Pragmatics	1	3.3%
All Subjects (holistic approach)	1	3.3%

Total	30	100%
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The table illustrates the modules identified by respondents as the most appropriate for integrating intercultural global citizenship education and promoting students' intercultural communicative competence. Among the responses, *Civilization* was the most frequently mentioned module, with 16 participants (53.3%) highlighting its relevance. This was followed by *Oral Expression* (13 responses, 43.3%) and *Literature* (10 responses, 33.3%). *Culture* also featured prominently, with 9 respondents (30%) selecting it. Notably, *Linguistics/Sociolinguistics* was mentioned by 5 respondents (16.7%), which demonstrates its perceived relevance in addressing intercultural topics. Meanwhile, *Pragmatics* and a holistic approach involving *All Subjects* were each mentioned by 1 respondent (3.3%). These findings suggest that while modules like *Civilization*, *Oral Expression*, and *Literature* are most frequently viewed as integral to intercultural citizenship education, other areas such as *Linguistics/Sociolinguistics* are also recognized for their potential contributions. This reflects a diverse understanding of how intercultural themes can be integrated into the curriculum.

Table N° 09: Frequency of Incorporating Global or Intercultural Topics into Lessons

Response Category	Frequency	Percentage (%)
Frequently (every class)	11	36.7%
Occasionally (once or twice per semester)	15	50.0%
Rarely (less than once per semester)	4	13.3%
Never	0	0.0%
Total	30	100%
Mean	1.77	
Standard Deviation (SD)	0.67	

The table outlines the frequency with which respondents incorporate global or intercultural topics into their lessons. A majority of respondents, 15 (50%), reported incorporating these topics occasionally (once or twice per semester). The second largest group, 11 respondents (36.7%), stated that they incorporate such topics frequently, that is, in every class. A smaller proportion of respondents, 4 (13.3%), indicated that they rarely introduce global or intercultural topics, citing less than once per semester. No respondents reported that they never incorporate these topics into their lessons. The mean of responses makes evident that, on average, respondents integrate global or intercultural topics at least once per semester, with a mean value of 1.77 (reflecting an occasional frequency). The standard deviation of 0.67 underlines a moderate level of variability, indicating that while most respondents incorporate such topics occasionally, there is a notable subgroup that integrates them more frequently in their lessons.

Table N°10: Strategies and Teaching Materials for Promoting ICC and IGCED

Question	Responses	Frequency	Percentage (%)
Which of the following strategies do you use in your teaching to promote intercultural competence?	Organizing debates or discussions on cultural topics	17	56.7%
	Incorporating cultural materials (e.g., literature, films, music)	13	43.3%
	Discussing global issues (e.g., climate change, migration)	14	46.7%
	Encouraging student exchanges or collaborative projects	8	26.7%

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	Teaching about intercultural communication strategies	7	23.3%
	All of the above	7	23.3%
	Total	30	100%
Which teaching materials do you find most effective for promoting intercultural competence?	Authentic media (e.g., films, music)	14	46.7%
	Cultural projects or presentations	14	46.7%
	All of the above	13	43.3%
	Online platforms (e.g., language learning apps)	9	30.0%
	Guest speakers or cultural representatives	5	16.7%
	Textbooks	4	13.3%
	Literature	1	3.3%
Total		30	100%

The data manifested in the table above evince both the practical approaches teachers adopt and the materials they consider most effective for fostering global awareness, cultural understanding, and intercultural communication skills among students. As far as the question about effective teaching materials for promoting intercultural competence is concerned, the results document that the most frequently selected strategy was **“Organizing debates or discussions on cultural topics,”** chosen by 56.7% of respondents (17 out of 30). Closely following, **“Discussing global issues”** was selected by 46.7% of respondents (14 out of 30). Teachers appear to place a strong emphasis on current global challenges such as climate change and migration. These topics offer opportunities to build awareness of intercultural issues and allow students to make real-world connections. In this way, learning becomes grounded in the context of intercultural global citizenship. Another popular strategy was **“Incorporating cultural materials (e.g., literature, films, music)”**, which was chosen by 43.3% of respondents (13 out of 30). Although less frequently selected, **“Encouraging student exchanges or collaborative projects”** (26.7%) and **“Teaching about intercultural communication strategies”** (23.3%) still represent noteworthy efforts by educators to directly engage students in intercultural experiences. These strategies reflect the growing recognition that face-to-face or virtual exchanges with peers from different cultural backgrounds can be a powerful means of enhancing intercultural competence. Similarly, teaching communication strategies equips students with the tools to navigate cultural differences in their interactions, fostering greater empathy and adaptability. The **“All of the above”** option, selected by 23.3% of respondents, establishes a preference for a multifaceted approach to teaching intercultural communicative competence. This holistic method acknowledges the need to combine multiple strategies to ensure a comprehensive development of students’ intercultural communication skills.

As per the question that explored the teaching materials that teachers find most effective for promoting intercultural competence, the results show that **“Authentic media (e.g., films, music)”** and **“Cultural projects or presentations”** were the most popular choices, each selected by 46.7% of respondents. These materials offer immersive, real-world experiences that help students connect with cultural practices and values. The choice of **“All of the above”** (43.3%) indicates a preference for a diverse range of materials, highlighting a shift towards a multifaceted approach that combines media, guest speakers, online platforms, and textbooks. Other responses include **“Online platforms”** (30%) and **“Guest speakers or cultural representatives”** (16.7%), which, while valuable, are less frequently used. Traditional

resources such as “**Textbooks**” (13.3%) and “**Literature**” (3.3%) were rated lower, signaling that teachers favor more interactive and dynamic resources over conventional ones for fostering intercultural competence.

Table N°11: Perceived Effectiveness of Assessment Methods for ICC

Question	Responses	Frequency	Percentage (%)
Do you use specific assessment methods to evaluate students' intercultural competence or global citizenship?	Yes	8	26.7%
	No	22	73.3%
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Which of the following you believe is an effective assessment method?	Group projects or presentations	7	23.3%
	Self-reflection essays or journals	7	23.3%
	Case studies or simulations	0	00.0%
	Written tests or quizzes on intercultural topics	9	30.0%
	Peer assessments or evaluations	4	13.3%
	Participation in intercultural activities	8	26.7%
	Role-playing or scenario-based activities	2	6.7%
	Portfolio assessments	2	6.7%
	All of the above	16	53.3%

The data reveal that the majority of respondents (73.3%) do not use specific assessment methods to evaluate students' intercultural competence or intercultural global citizenship, while only 26.7% reported using such methods. However, this does not negate the recognition of effective approaches, as respondents identified various methods they believe to be impactful in fostering intercultural skills. Among the assessment methods perceived as effective, “All of the above” was the most frequently selected option (53.3%), indicating a strong preference for a comprehensive and integrated approach to assessment. “Written tests or quizzes on intercultural topics” (30%), “Participation in intercultural activities” (26.7%), and “Group projects or presentations” alongside “Self-reflection essays or journals” (23.3% each) were also deemed as effective. Less commonly endorsed methods include “Peer assessments or evaluations” (13.3%), “Role-playing or scenario-based activities” (6.7%), and “Portfolio assessments” (6.7%). Notably, “Case studies or simulations” were not considered effective by any respondent. These findings crystallize a tendency towards active, experiential, and reflective assessment practices that engage students meaningfully, while traditional or static methods appear to hold less appeal for evaluating intercultural competence.

Table N°12: Challenges in Promoting IGCED

Responses	Frequency	Percentage (%)
Lack of time within the curriculum	15	50.0%
Limited resources or materials	10	33.3%
Lack of training or professional development	10	33.3%
Resistance from students	4	13.3%

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Institutional barriers (e.g., lack of support, bureaucracy)	9	30.0%
Cultural sensitivities or prejudices	4	13.3%
All of the above	6	20.0%

The table above illustrates the key challenges educators face in assessing and promoting students' intercultural competence. The most frequently reported challenge is the **“lack of time within the curriculum”** (50%), speaking to the fact that educators struggle to integrate intercultural activities within already packed schedules. **“Limited resources or materials”** and **“lack of training or professional development”** were each cited by 33.3% of respondents. **“Institutional barriers”**, such as insufficient support or bureaucratic hurdles, were identified by 30% of participants. Fewer respondents pointed to **“resistance from students”** (13.3%) and **“cultural sensitivities or prejudices”** (13.3%), which, while less frequent, still pose challenges in certain contexts. Interestingly, 20% of respondents selected **“All of the above”**, signifying that some educators encounter multiple, interrelated obstacles.

Table N°13: Teachers' Preparedness

Response Category	Frequency	Percentage (%)
Very prepared	5	16.7%
Somewhat prepared	18	60.0%
Neutral	6	20.0%
Somewhat unprepared	1	3.3%
Not prepared	0	0.0%
Total	30	100.0%
Mean	2.1	
Standard Deviation (SD)	0.70	

As depicted in the data, the majority of respondents (60%) feel **“Somewhat prepared”** to teach intercultural competence and global citizenship, followed by 20% who are **“Neutral”** and 16.7% who feel **“Very prepared.”** A small proportion (3.3%) reported feeling **“Somewhat unprepared,”** while none indicated feeling **“Not prepared.”** The mean score of 2.1 substantiates that respondents generally feel somewhat prepared. The standard deviation of 0.70 indicates moderate variability in the responses, which reflects a general consensus but with some differences in perceived preparedness.

Table N° 14: Type of Professional Development

Responses	Frequency	Percentage (%)
Workshops on intercultural communication and communication skills	12	40%
Interdisciplinary collaboration with colleagues	9	30.0%
Access to resources on global issues and intercultural topics	9	30.0%
Online courses or webinars	7	23.3%
All of the above	17	56.7%

The gathered findings illuminate the types of professional development opportunities that educators find most valuable for enhancing their ability to teach intercultural competence and global citizenship. The most commonly selected option is **“All of the above,”** chosen by 56.7% of respondents, indicating a preference for a comprehensive approach that combines

various forms of professional development. “Workshops on intercultural communication and communication skills” were selected by 40% of respondents, highlighting the importance of direct, focused training in these areas. “Interdisciplinary collaboration with colleagues” and “access to resources on global issues and intercultural topics” were each selected by 30%, denoting that teachers value collaboration and access to relevant content. “Online courses or webinars” were the least selected option, chosen by 23.3%, mirroring a more moderate preference for digital learning formats.

Table N°15: Change Recommendations

Responses	Frequency	Percentage (%)
Incorporating more content on intercultural competence and global citizenship into language courses	8	26.7%
Providing professional development opportunities for language teachers	9	30.0%
Encouraging collaborative projects and activities among students from different cultural backgrounds	13	43.3%
Offering exchange programs and study abroad opportunities	7	23.3%
Integrating technology to facilitate intercultural communication and learning	11	36.7%
Revising assessment methods to measure intercultural competence and global citizenship	4	13.3%
Creating interdisciplinary courses and programs	5	16.7%
Promoting community engagement and service learning	5	16.7%
All of the above	15	50.0%

The findings presented in the table above illustrate the key recommendations for a better integration of intercultural communicative competence and global citizenship in language teaching. The most frequently cited change was “Encouraging collaborative projects and activities among students from different cultural backgrounds” (43.3%). Additionally, 50% of respondents recommended a comprehensive approach, endorsing “All of the above.” Other common suggestions included “Integrating technology to facilitate intercultural communication and learning” (36.7%), and “Providing professional development opportunities for language teachers” (30%). “Offering exchange programs and study abroad opportunities” was also considered important by 23.3% of respondents. In contrast, “Revising assessment methods” (13.3%) and “Making peers meet in the same room” (3.3%) were less frequently mentioned, indicating that while some teachers see these as valuable, they may not be central to their strategies for promoting intercultural global citizenship.

4.2. Discussion and Interpretation

➤ Beliefs and Perceptions of Intercultural Communicative Competence and Intercultural Global Citizenship

The findings reflect a widespread acknowledgment among teachers of the significance of intercultural communicative competence and intercultural global citizenship in language teaching. This alignment in perspectives demonstrates a shift in educators’ perceptions, moving beyond the traditional focus on linguistic proficiency to embrace a broader pedagogical vision that includes fostering cultural understanding, critical thinking, and social responsibility. The prioritization of holistic definitions for these concepts illustrates a growing alignment with global educational trends that call for inclusivity and global-mindedness. However, the lack of unanimity puts forward that while most teachers recognize the importance of these dimensions,

the practicalities of integrating them into their teaching practices may still pose challenges. In this context, Gerfanova and Rudik (2024) noted that many teachers possess a restricted comprehension of intercultural citizenship, focusing on cultural awareness and empathy without fully grasping the broader implications of ICC.

➤ ***EFL Teachers' Role in the Context of ICC and IGCED***

The results of the present paper evidence that EFL teachers play a pivotal role in cultivating intercultural communicative competence and, consequently, promoting intercultural global citizenship. According to the participants, teachers are seen as facilitators of cross-cultural understanding, critical thinking, and intercultural communication skills. These findings correspond to the broader literature, which consistently views EFL teachers as central to the development of intercultural communicative competence. As noted by Tadjieva (2024), EFL teachers are seen as crucial in integrating intercultural learning into the classroom and enabling students to interact with differing cultural perspectives and develop the skills needed for effective cross-cultural communication. The participants in the current study similarly expect teachers to promote awareness of global issues and provide opportunities for intercultural exchange, echoing, as a consequence, findings in the literature that emphasize the importance of fostering global awareness alongside language proficiency (Cruz et al., 2024). Moreover, the role of EFL teachers as guides through reflective practices that challenge assumptions and foster empathy is in line with existing research that advocates for the transformative potential of education in shaping empathetic global citizens. In this context, the findings resonate with the notion that intercultural communicative competence involves not only acquiring knowledge but also developing critical self-reflection skills, which are essential for navigating the complexities of intercultural contexts (Tadjieva, 2024).

➤ ***Strategies and Materials for Promoting Intercultural Citizenship***

The reliance on interactive methods, such as debates and discussions, reflects the significant value teachers place on critical engagement and dialogic learning in promoting ICC. These strategies allow students to confront cultural biases, explore diverse perspectives, and hone analytical skills essential for navigating intercultural contexts. In this regard, interactive methods play a key role in encouraging active participation and enabling students to voice their opinions and challenge assumptions—an essential process for developing intercultural competence (Skrefsrud, 2024). By engaging in discussions, students are exposed to varied cultural perspectives, which help nurture empathy and a profound understanding of others' viewpoints. Besides, debates prompt students to critically analyze arguments, which sharpen their ability to navigate complex intercultural situations with increased analytical skill and cultural awareness (Havis, 2020). Collectively, these elements illustrate the transformative potential of interactive strategies in cultivating ICC and promoting intercultural citizenship.

However, the underutilization of experiential methods, such as student exchanges and role-playing, unveils gaps in the application of immersive learning techniques. This may mirror logistical or institutional barriers, rather than a lack of awareness of their pedagogical value. As highlighted in previous research, these methods are fundamental in fostering intercultural competence and intercultural citizenship education, as they offer immersive experiences that deepen cultural understanding and encourage critical reflection. Short-term student exchanges, for example, expose participants to alternative worldviews, which significantly enhances their

intercultural skills and global citizenship awareness (Humphreys, 2023). These exchanges also facilitate diverse interactions and give learners latitude to engage with peers from a variety of cultural backgrounds, bolstering empathy and respect for diversity, core components of ICC and, ergo, intercultural citizenship (Budiharso et al., 2024). Similarly, role-playing activities are regarded as a powerful pedagogical tool for simulating intercultural communication in a controlled environment, offering students the opportunity to practice and internalize cultural nuances. To illustrate, role-playing encourages critical reflection on personal assumptions and biases, guiding students in navigating intercultural interactions while avoiding neo-colonialist attitudes. Together, these experiential methods contribute significantly to equipping students with the necessary skills and awareness for effective intercultural engagement.

The preference for authentic media and cultural projects further highlights the growing importance of real-world, relatable resources over traditional textbooks. Such materials offer students dynamic, contextualized learning experiences that deepen their emotional and intellectual connection to intercultural topics. This shift towards authenticity mirrors Erdemir's (2019) findings, which assert that authentic tools, such as visual and written media, are essential for cultivating learners' intercultural competence and cultural awareness, especially in contexts where exposure to diverse cultures is limited, such as in monolingual settings. These tools not only provide a window into different cultural practices and perspectives but also bridge the gap between theoretical knowledge and real-world application. This evolution away from traditional materials signals a broader transformation in language pedagogy, increasingly focused on experiential and student-centered approaches. However, the lower adoption of interdisciplinary resources and technology corroborates that, while innovative practices are on the rise, their integration into teaching methods remains inconsistent.

➤ ***Assessment Methods***

The apparent divide between the recognition of intercultural communicative competence importance and its systematic evaluation validates an area of concern. This gap is not unique to the current study; existing literature also sheds light on the challenge of harmonizing ICC's significance with practical evaluation methods. For instance, while group projects and self-reflection essays dominate the assessment landscape, their limited focus on measurable outcomes is consistent with Permatasari's (2023) findings, which maintain that these methods may not adequately track the development of intercultural citizenship skills. In addition, the near absence of innovative assessments, such as role-playing and intercultural activity participation, reinforces Zhang's et al., (2023) argument that the lack of a standardized measurement framework for ICC complicates effective pedagogical implementation. Indeed, this issue of limited assessment tools and innovation pinpoints the critical need for capacity building in assessment practices, as advanced by Zhang et al., (2023), who asserted that it is pivotal to develop comprehensive and adaptable evaluation methods to truly capture the multifaceted nature of ICC. Moreover, the reliance on traditional methods like written tests and quizzes, while still common, may not fully capture the complex competencies associated with intercultural citizenship, pointing to a disconnect between assessment approaches and the competencies being evaluated.

➤ ***Challenges and Recommendations for Promoting ICC and Intercultural Global Citizenship***

The systemic barriers identified in the study—curriculum constraints, lack of resources, and insufficient training—align closely with challenges stressed in the literature. For instance, the integration of ICC often demands substantial resources, including time, materials, and specialized training, which are not always readily available (Omar, 2023; Permatasari, 2023). Moreover, resistance to change among educators and institutions accustomed to traditional teaching methods exacerbates these structural issues, further hindering the adoption of innovative approaches to intercultural education (Omar, 2023). These findings put a spotlight

on the necessity for institutional reforms that prioritize teacher training, resource allocation, and policy adjustments, as recommended by Wang et al., (2024), who advocate for robust policy frameworks and research to support the implementation of ICC. Interestingly, while the study underlines systemic challenges as primary bottlenecks, it also notes a lower frequency of cultural sensitivities or student resistance as obstacles. This makes evident that teachers are adept at managing classroom dynamics, but their efforts are constrained by broader institutional barriers. This insight is supported by Silohenda et al., (2023), who argue that teachers usually struggle to access appropriate cultural materials and sustain their commitment to ICC principles. As a result, this brings to the front the need for professional development and training initiatives.

The recommendations for change provided in the study, calling attention to collaborative projects and the integration of technology, reflect a pragmatic response to these challenges. Collaborative projects promote cross-cultural engagement and are supported by the literature, which articulates that such initiatives enhance understanding and acceptance of diverse cultures through immersive and interactive learning experiences (Hoang, 2024). In parallel, the integration of technology is consistent with calls for virtual intercultural exchanges, which present practical opportunities for students to interact with peers from different cultural backgrounds, even in resource-limited settings (Permatasari, 2023).

Finally, the preference for a comprehensive approach, as indicated by the “All of the above” responses, reinforces the need for multifaceted interventions. This coincides with recommendations from Yarychev (2024), who illuminated the importance of systemic, holistic strategies that address challenges ranging from curriculum design to policy support. Together, these findings and their intersections with existing research demonstrate the interconnected nature of the challenges and solutions in implementing ICC and the principles of intercultural global citizenship, underscoring the need for a coordinated effort across all levels of the educational system.

5. Conclusion

This research provides valuable insights into the perspectives, attitudes, and challenges faced by Algerian EFL educators in promoting intercultural global citizenship education (IGCED) within higher education. While EFL teachers recognize the importance of IGCED, several key barriers, such as curriculum constraints, inadequate resources, and insufficient professional development, impede its effective implementation. Additionally, teachers emphasized the importance of interactive and experiential teaching methods, including debates, discussions, and student exchanges, as essential for cultivating intercultural communicative competence and embedding IGCED principles. Despite this, the limited use of innovative assessment techniques and the inconsistent integration of technology point to substantial gaps that hinder the comprehensive application of IGCED. To address these challenges, the study advocates for systemic changes, such as enhanced teacher training, improved resource allocation, and stronger institutional policy support, which are crucial for embedding IGCED more effectively into academic programs. In succinct, the practical recommendations offered in this research contribute to the expanding field of intercultural education, aiming to better prepare students for participation in an increasingly interconnected and globalized world.

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