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PÁLYAMUNKA

City of the Future

*Developing Students' Global Competence Through Project Work
in the EFL Classroom*

Témavezető:

Dr. Divéki Rita

egyetemi adjunktus

Készítette:

Rémai Martin

angol nyelv és kultúra tanára – földrajztanár

osztatlan tanári mesterszak

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Abstract

The 21st century sets challenges for all individuals that are difficult to tackle without global knowledge. For this reason, the demand towards educational systems to include global issues and prepare students for active participation in their curricula has significantly increased. In my thesis, I investigate how they can be incorporated into English as a Foreign Language classes using project work. The classroom-based research consists of the examination of a multi-week project carried out with a group of 9th-grader students in a prestigious secondary school in Budapest. Moreover, it is aided by a review of the relevant literature, interviews with teachers at the school, reflective journals, and student questionnaires. The findings show that both educators and students are open to discussing these issues. However, their motivation towards the given topic is key to the successful implementation of Global Competence and Global Citizenship development. Furthermore, findings reveal that covering these areas with the use of project works can be efficient.

Introduction

In the 21st century, we are facing countless challenges. These are mostly social and environmental issues which require conscious thinking to be solved by all citizens. However, most people are not prepared to make changes and act for sustainable development. Therefore, some kind of immediate intervention is needed, as individuals must be aware of the complex issues around us and prepared with the required skills, knowledge, and values to face these problems (OECD, 2018). To prepare individuals for facing these challenges in society, the transformation of educational norms and systems is crucial. As a future teacher of English and Geography I consider myself responsible for transferring these values, competences and skills for my (future) students.

According to UNESCO (2018), it is essential to provide opportunities for learners to discuss and learn about global problems, which would lead to global development as suggested in the organisation's 4th Sustainable Development Goal. Besides educational decision-makers, teachers have the biggest role in achieving these changes, as they can facilitate global development by incorporating global issues and global citizenship awareness into their teaching practices (UNESCO, 2018).

As Hanvey (1975) already proposed in his work 50 years ago, language teaching (and learning) can be an efficient tool for promoting global values through which students can get familiar with global issues. Moreover, it gives further opportunities to explore the world through different, multicultural perspectives.

In my thesis, I present a project that I carried out in a secondary school in Budapest with an English-learning group, consisting of 9th graders. The participants and the project settings were outstanding: the institution is highly selective and equipped with new technologies that enable educators to complete tasks that would not be possible elsewhere. Nevertheless, one issue I had to face was the lack of prior global education, which is becoming more and more common following the new changes in the 2020 National Core Curriculum. In this, Hungary's policymakers mark global and intercultural values as counterpoints to more important local identities (Divéki, 2022). Although, I agree with the importance of local (cultural) awareness, however, I think it is mostly important to help individuals understand different phenomena on a global level as understanding local issues is less difficult than understanding global ones. Therefore, in the case of the project, we started by discussing local challenges first and then shifted our focus to global ones. During the project, we created the "*City of the Future*" and discussed several aspects of citizenship, sustainability, and critical thinking. Besides these,

improving language skills and cooperation, and various maker skills (e.g. programming, 3D planning, handcrafts) were in the focus of the project.

As a teacher trainee in English and Geography, I wanted to equip my learners with essential global knowledge which would contribute to their more conscious and sustainable lifestyles in the future. Furthermore, my other aim was to collect good practices from my experienced colleagues on how to incorporate Global Competence and Global Citizenship Education into teaching. Therefore, I conducted interviews with them and observed some of their classes. Moreover, I created a questionnaire for the students, which provided me with their points of view and detailed feedback. Supplementing the aforementioned research tools with my observations and personal reflective journal, I attempted to find answers to the following four research questions:

1. In Hungarian EFL teachers' views, why is it important to incorporate Global Citizenship Education and develop students' Global Competence in the EFL classroom?
2. How can secondary school teachers develop Global Competence, and include the elements of Global Citizenship Education and sustainability in their language lessons?
3. What do Hungarian students think about the challenges and global issues of the 21st century?
4. What are the skills that can be enhanced with a project focusing on global issues?

This thesis aims to provide a detailed description of my research project. The first part of the thesis includes a thorough review of the relevant literature. This helped me to understand the main areas researched and to develop initial ideas regarding structuring the project. The following section provides a comprehensive overview of the research design, outlining the methods and procedures that were used. The concluding section presents the findings and discusses their implications, seeking to provide answers to the research questions. Moreover, I make some pedagogical recommendations and describe the impacts of the project.

Literature Review

Global Citizenship

Due to the process of globalisation and with the constant reshaping of the political, economic, social, cultural, and technological factors, individuals must face ever-changing challenges (Steger, 2023), therefore, it became inevitable to react to the arising issues at the level of society. However, a base is needed for this to happen, which means to make everyone sensitive to these topics. Creating such a society is difficult, therefore, we must start educating people from a young age. Developing Global Citizenship skills is a useful tool to reach this goal.

Lately, Global Citizenship has been gaining more attention in education, as it promotes the key values of the 21st century and enables students to think outside the box. Its usefulness overpasses the context of language lessons and can be developed throughout a wide range of other classes such as Geography, History, Ethics, Social and Citizenship Studies.

Theoretical Background

Although “there is no globally agreed definition of global citizenship” (UNESCO, 2018, p. 2), there is a widely accepted consensus on its key principles. The term global citizenship, the UNESCO (2018) adds, does not refer to a legal status. However, it aims to create an inner feeling in every citizen around the globe that they belong together in a global community and that they should pursue a sense of humanity with which it is possible to achieve worldwide well-being.

Barrow (2017) highlights that “it is largely agreed that global citizenship does not mean loyalty to a global government” (p. 164), but it means a worldwide interconnectedness at social, political, and economic levels as well as a shared responsibility in dealing with global challenges. Therefore, as suggested by UNESCO (2018), the responsibilities of global citizenship “apply to everyone – young and old; rich and poor; national, permanent and temporary residents” (p. 2).

Besides the key principles that researchers agree on, we must be familiar with the central dimensions of Global Citizenship Education, which are far-reaching from education and have a significant impact on everyday life. Based on UNESCO (2018), these dimensions are the cognitive domain, the socio-emotional domain, and the behavioural domain. The promotion of

the key values of Global Citizenship occurs along these three main domains. Moreover, as Global Citizenship Education includes environmental awareness as well, it is obvious that learners will eventually become familiar with sustainability and sustainable development goals.

Teachers' Role in Global Citizenship Education

Teachers and educators have a central role in educating Global Citizenship. First, teachers must create a supportive atmosphere for their students in order to make everyone feel safe and to enable them to make connections (with each other and with their teacher). Second, they are the first source of knowledge and therefore, it is their responsibility to transmit it. As claimed by Erdősi (2023) “teachers are expected to have an in-depth understanding of their subjects, be effective in classroom management, be adaptable in the use of modern technology and be inclusive in meeting the diverse needs of their students” (p. 10).

The aforementioned in-depth understanding of a phenomenon is especially important in the case of Global Citizenship Education as the degree to which a teacher can explain the complexity of an issue will determine the understanding of their learners. Therefore, teachers must be well-qualified to educate about such issues. As UNESCO (2018) states, in order to have the needed knowledge and stay relevant, “teachers must be nurtured through high-quality training and continuous learning programmes to ensure that they are equipped with the necessary knowledge and skills to do their job well” (pp. 5–6). To make this happen, UNESCO started a project in Thailand “to enhance the capacity of teachers to transmit appropriate and relevant knowledge and skills about global citizenship to their students” (p. 6). This initiative seeks to support learners to be active participants in global challenges by endowing their educators with the needed skills and relevance in Global Citizenship Education. This pilot project in Thailand contributed to calling all teachers' attention to the significance of the topic. Moreover, this project was connected to teaching English, therefore, it gives a successful example of incorporating Global Citizenship Education into English lessons, while sharing some the materials used during the programme.

Implementing Global Citizenship Education in the Curriculum

Parallely with the growing number of social and environmental problems, we can see a growing interest in Global Citizenship Education since the last third of the 20th century, as they sensed it as an effective tool to prepare students to be conscious citizens in the future. One

of the field's pioneers was Hanvey, who wanted to educate future global citizens to think critically in connection with their media consumption as he thought the one-sided and biased media has a huge, but mostly negative effect on students. In his work (Hanvey, 1975), he was seeking the raise global awareness amongst students within five different dimensions. These were the following fields: first, *perspective consciousness*, aimed to call students' attention to the different sides or perspectives of the news, drawing attention to the fact that we must receive information from multiple sources. The second dimension was the "*state of the planet*" awareness, which meant mostly environmental awareness and its training. The third one was *cross-cultural awareness*, while the fourth was the *knowledge of global dynamics*, which was mostly about economic and political processes. The last one was called the *awareness of human choices*, which again aimed to enhance critical thinking and to stress that it is essential to think about the consequences of every choice we make. All in all, his work offered a rather complex method to implement in teaching.

In the second half of the 1990s, Oxfam launched its Development Education programme in the United Kingdom, with a special focus on the increasing need for Global Citizenship Education. With the introduction of Oxfam's Curriculum for Global Citizenship (Oxfam, 1997), they aimed to make changes in the national curriculum. The process ended with partial success and some changes were implemented in the case of teaching Geography. Further inspired by their own success, Oxfam continued to develop supplementary materials and curricula to help educators worldwide in creating classes and courses with Global Citizenship in their focus. One of their recent publications titled *Global Citizenship in the Classroom: A Guide for Teachers* (Oxfam, 2015) offers a framework for educators to experiment with Global Citizenship through their lessons. Besides giving tips and ideas for teachers in planning such classes, it emphasises the difficulties of creating this type of class. However, by giving thoughtful aid, teachers can be cautious about these problems, and overcome and exploit them during teaching.

Educating Global Citizenship became a challenge for traditional teaching systems and methods. In the case of national curriculums, most of the aversion against Global Citizenship Education comes from the fear of losing one's national or local identity which are to be substituted with a global one. Niens and Reilly (2012) attempt to protect the significance of Global Citizenship Education by stating that during the learning process, students will retain their national identities, in addition, they are becoming more interculturally aware of the differences from which nations can benefit.

Teachers who see Global Citizenship Education as an emerging threat to nationalism and educators who believe national curricula are already overloaded object against elevating

Global Citizenship Studies as a separate subject. Only the educators' individual determination can solve this problem – partially. The more engaged they are in these issues, the more knowledge they can transmit to their students. Another solution can be to implement Global Citizenship Education at the school level. If schools can succeed in it, seeing these results, other institutes might join in the programme and later it will get the deserved appreciation from decision-makers as well. Various researchers (Henig et al., 2016; Russel, 2016) emphasise the possibilities of cross-sector and cross-institute collaborations. With Global Citizenship Education appearing at different school levels, teachers can create more opportunities to educate about these issues and with a bigger reach, they can have a bigger impact. However, they see this integration as a longer process with several steps.

Moreover, several researchers presented case studies in connection with Global Citizenship Education. To mention two examples, Symeonidis (2015) and Rapoport (2010) reported about their successful research and case studies carried out with different student groups worldwide.

Global Citizenship Education in Hungary

In Hungary, implementing Global Citizenship Education is a relatively new pedagogical phenomenon with yet limited practice. In our country, Civic Education is not a separate school subject; however, its elements are integrated into other subjects, such as History, Geography, Ethics, and Religious Education. According to the European Commission (2017), “in Hungary, the National Core Curriculum makes 'education for active citizenship and democracy' a key development task across the whole education system and leaves schools the freedom to integrate 'homeland studies' as a compulsory separate subject at primary level” (p. 33). Nevertheless, this can raise a conflict as the mandatorily educated ‘homeland studies’¹ focuses on the local and national culture, belief systems and traditions, therefore, raising national awareness and excluding global issues that can be equally important. This can again create isolation, which various researchers (e.g. Noddings, 2005) argue against. However, the aforementioned key development tasks and areas are not parts of the latest National Core Curriculum (2020), therefore, the role of citizenship studies was significantly reduced. Furthermore, in the case of the Hungarian education system and its National Core Curriculum, we can clearly see these nationalist views and the prioritisation of national figures and traditions

¹ In Hungarian it is called “*hon- és népismeret*”.

in disfavour of figures from abroad or global culture and issues. This is most salient in the case of the subjects like Literature and History. Divéki (2022) notes, based on the findings of Bálint et al. (2020), that the new National Core Curriculum “puts more emphasis on notions such as *national identity* and *national defence*, and such notions as *critical thinking*, *democratic participation*, *active citizenship*, and *individual responsibility* appear less markedly” (p. 83).

Even though the findings of the European Commission (2017) refer to the previous, 2012, National Core Curriculum, they are in accordance with the latest National Core Curriculum (2020) in the case of Hungarian Citizenship Studies. They state that “in Hungary, the subject 'history, social and citizenship studies' are taught in grades 5 to 12” (p. 37). However, in practice, it works differently. The subject focuses mostly on the education of history with few sections or modules dealing with social and citizenship issues. These are for example about the concept of time, the Hungarian election system, or the European Union. The European Commission (2017) adds that Hungary aims to develop students’ social skills with the compulsory 50-hour School Community Service programme which was introduced in 2011. Although its goals to raise socially sensible students are clear, many schools and students sense it as a surplus burden.

Global challenges are discussed within the subject of Geography in secondary school education. However, the subject is only taught in high schools, therefore, learning about global issues in this environment is not available for non-high school students. Although schools have the autonomy to make changes in the local curriculum and put topics into another order within a subject, they often stick to the path set by the books. Therefore, the topic of global challenges is usually the last topic of 9th-grade Geography with limited or no time for it. Moreover, the reduced number of Geography lessons paired with the same amount of materials to cover, sadly, makes this topic often untaught.

As mentioned above, Global Citizenship Education is relatively new to Hungarian schools and with the lack of desire and time to educate it, it is yet less researched. According to Nemeskéri and Zádori (2016), in Hungary “the global education learning processes are implemented by different actors at different levels but mainly dominated by NGOs with organizing programs, workshops, develop educational programs and curricula and are primarily financed by European Union funds” (pp. 3–4). They criticise the current policies of the education system as they “are not really focusing properly on the holistic, interdisciplinary and cross-cultural aspects of learning.”

Nemeskéri and Zádori (2016) highlight the fact that Global Citizenship Education is mostly present in higher education. They write about a Master’s programme that they conduct

at the University of Pécs, which includes these kind of subjects and education as well. Their programme is based on an Australian framework that has been tested before in Australia, but it received a smaller adjustment to be more fitting for the Hungarian context. Hain and Nguyen (2012) surveyed Hungarian teacher training institutions regarding their inclusions of Global Citizenship Education and Global Competence development. They noted that “national values and individual differentiation have a significantly more important role in Hungarian teacher training” (pp. 35– 36) than global views and competences. They highlighted that social justice is mentioned the most, however its key elements (such as gender inequalities and active social participation) are missing from the institutional curricula as well as the topic of sustainable development. They have found that these global issues are fragmented in the training programmes and therefore, teacher training does not equip trainees with the needed knowledge about these topics. Furthermore, as good example, we can mention Eötvös Loránd University’s newly introduced CHARM-EU Master’s programme, where students can learn about sustainability and global citizenship. Having trainings like CHARM-EU seems to be fruitful in the future as the University can create international partnerships with experienced institutes to develop its own Global Citizenship and sustainability courses and programmes.

Conclusion

To summarise, Global Citizenship Education has an increasing reason to be a part of education nowadays with the world becoming more globalised and society facing more problems. We can see there is a worldwide shift towards being more cautious with global issues, and with this, educational systems are trying to react and connect to this phenomenon. Although there are good practices and hands-on experience available, Hungary is still behind in incorporating Global Citizenship Education, however, some elements have already appeared in schools, but are included in various subjects. It is quite challenging to implement such changes because of social disagreement and differences between perspectives. However, it is up to the educators to make these changes as they must be the initiators of it. To be able to do it well, teachers must acquire in-depth knowledge of the covered topics of Global Citizenship while being engaging enough for their students and effective in classroom management.

Global Competence

Theoretical Background

The permanent and rapid changing of the world and the ability to react to these changes and see the world in its complexity requires a wide set of skills from all citizens. The more skills and more complex perspectives one has can make individuals more and more globally competent. Global Competence and Global Citizenship Education are strongly connected. We can develop these competences by working with global issues, and the other way around, by improving a certain skill, we contribute to the process of educating global citizens.

Similarly to Global Citizenship Education, there is no unified definition of Global Competence. According to a handbook published by the OECD (2018), “global competence is a multidimensional capacity” (p. 4). In contrast to the nationalistic views mentioned in the previous chapter, they add that “globally competent individuals can examine local, global and intercultural issues” (p. 4), so they confirm that local and national perspectives are not excluded due to thinking globally. Furthermore, globally competent individuals can “understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being” (p. 4).

The rationale behind Global Competence is in the challenges of the upcoming century that future generations must face. We can find several reasons and rationales in different literature. For example, Mansilla and Jackson (2011) highlight the transformation of economics and the labour market. In their work, they list competences and skills that can create a globally competent individual based on the given rationale. They suggest that the demand for human resources in every sector is about to change with global automatization and the increasing need for expert knowledge, creativity, and critical thinking. Mansilla and Jackson (2011) give other examples of social problems that must be faced in the future: these are migration and inclusivity. They suggest that globally competent students must be interculturally aware and know how to coexist and cooperate with people from another cultural and/or social background. Moreover, globally competent individuals must be prepared for future climate instability and know how to act in the direction of a more sustainable future. These are in accordance with the key competences that Douglas (2001) proposes in her article. In addition, she urges globally competent individuals to dare to take responsibility for their actions, act against social injustice, and work for peace and diversity.

Dimensions of Global Competence

The previously presented definition of Global Competence (OECD, 2018) follows the assessment criteria of PISA tests. This definition encompasses four target dimensions of Global Competence to be acquired in order to become successful. These four dimensions can be explained as follows:

The First Dimension is about examining different issues based on their local, global, and cultural significance. Mansilla and Jackson (2011) highlight the fact that globally competent individuals must see the world in its complexity, therefore, to be able to combine their general knowledge with critical thinking skills and to be able to make distinctions between the different levels of significance. Numerous publications (e.g. Feuerstein, 1999; Buckingham, 2007) argue for media and digital literacy as key elements of development in connection with this dimension. Based on the findings of Feuerstein (1999), an approach to Critical Media Literacy Education can aid students to be aware of different types of media and how to access and process them. With the help of this, they can evaluate the messages of mediums and sort them according to their significance. Furthermore, Feuerstein (1999) adds that this education is highly important and can be engaging for students of any age as it connects school and education with the socio-cultural realities outside of these institutes. As students in Hungary learn English as a foreign language, therefore, it will enable them to make comparisons with the local culture or to find similarities and differences between the cultures they are learning about.

The Second Dimension is intended to enable students to understand and appreciate the perspectives of others. In this case, the emphasis is on the capacity of individuals to be accepting towards others, i.e., their behaviour, and cultural values. Fennes and Hapgood (1997) state that to be successful in accepting others, students must be interested in other people and cultures as they serve as a point of connection. The connection can be different in each case (e.g. common experiences, religion, human needs), but those with advanced global competences can always find a common ground. By seeing the differences within (for example) cultural values, one can become more respectful and sensitive, furthermore, their willingness to engage in interactions can also increase. As learning English is less limited by strict topics and materials to cover during lessons, it gives chance to discuss further topics in a cooperative way, including pair discussions, debates and presentations for example.

In close connection to the Second Dimension, the Third Dimension aims to engage individuals in open, appropriate, and effective cross-cultural interactions. As mentioned before,

globally competent participants in these interactions can express their respect, curiosity, and sensitivity in a meaningful way. Moreover, they make efforts to understand and accept the differences of others. OECD (2018) gives prominence to the inclusion of marginalised social groups, which is equally important during these interactions. English classes can prepare students for meeting with others from a different background. For example, in case of student-exchange programmes or international events in the school, learners must use their intercultural competences while interacting with others besides using their English.

The Fourth Dimension targets to put the theory (even more) into practice as it is about taking action for collective well-being and sustainable development. In the case of this dimension, the focus is on active participation. We expect students to be active and responsible members of society. Globally competent people create the opportunity to have the required information, and if needed, take reflective action. This means that young individuals are prepared to give responses to local, or even global issues. As for sustainability, they are in the position to reshape the world in a more environmentally friendly, inclusive, and peaceful way, creating better living and working conditions and, all in all, a better life for all inhabitants of our planet. These can be carried out during English classes as projects or students can participate in various events outside of the school.

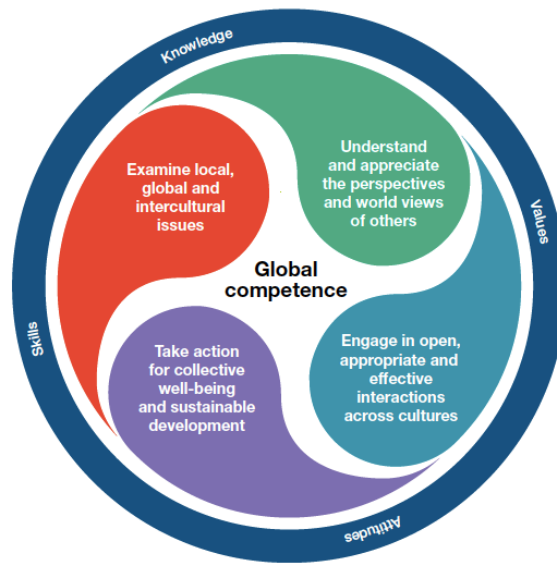
In a separate chapter, I will return to these dimensions and explain why it is important to develop the skills connected to the dimensions in an English learning setting.

Conclusion

To summarise the topic of Global Competence, *Figure 1* was added. It illustrates the already mentioned four dimensions of Global Competence. They are in close connection with each other, oftentimes, we can see overlaps between them. They are further supported by different, inseparable factors – knowledge, skills, values, and attitudes (as shown on the outer rim). They give the framework for thinking in a globally competent manner and navigating through the challenges of our world. This process can be described as follows: to examine and understand a global issue, first, knowledge is required. Then, we need skills to turn our awareness into deeper understanding. After that, with the help of diverse attitudes and values, we will become able to inspect the issue from multiple viewpoints and evaluate it.

Figure 1

The Four Dimensions of Global Competence (OECD, 2018. p. 11)



Education for Sustainable Development

Goals of Sustainable Development

The United Nations (UN) initiated the introduction of the Sustainable Development Goals in the first half of the 2010s. According to Andreas Schleicher, the Director of the OECD Directorate for Education and Skills, “in 2015, 193 countries committed to achieving the UN’s 17 Sustainable Development Goals (SDGs), a shared vision of humanity that provides the missing piece of the globalisation puzzle” (OECD, 2018, p. 2). It means that with global cooperation, it is possible to create a better future for the upcoming generations. The 17 mutually accepted goals can be seen in *Figure 2*. With Sustainable Development Goal 4 (SDG4) – Quality Education included, actors and researchers of education have shifted to examining and implementing this goal.

Figure 2

Sustainable Development Goals (United Nations, n.d.)



The 4th Development Goal, aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (United Nations, n.d). Furthermore, as UNESCO (2018) claims, “quality education must also develop the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development and global citizenship education, as well as human rights education and training in order to achieve the United Nations Education 2030 agenda” (p. 1). In this Agenda, different, detailed targets connected to SDG4 are defined to be fulfilled by 2030. Besides Global Citizenship Education, educating for a more sustainable life and planet is a crucial part of this SDG. Moreover, as has already been presented, sustainability and active participation are key elements of the Fourth Dimension of Global Competence (OECD, 2018).

Sustainability as a Global Competence

Due to the environmental problems of our time (e.g., drought and famine, pollution, wasting, climate change, global extinction of species, etc.), it is a crucial time to educate future generations to be active change-makers with advanced environmental awareness. These skills

are considered to be parts of individuals' Global Competence. Therefore, raising students with these skills and knowledge will empower them to create a better future.

The United Nations shares this view and asserts that raising awareness must start at schools (at the latest). Consequently, they compile and publish supplementary materials and good practices to be used by educators. Sharing these materials further contributes to SDG4, as all teachers can have free access to them. The first edition of SDG Good Practices was published in 2020 by the United Nations (further referred to as UN, 2020).

The following two far-reaching international examples are relevant to this thesis as they were presented during the students' planning phase of the *"City of the Future"*. The first example of the booklet (UN, 2020) addressing sustainability is from Yemen, an Asian country with unstable energy security. Youth groups were educated to know the benefits of solar energy, despite having a large potential to harness the Sun's energy the country was relying on using non-renewable fossil fuels. With monetary and educational aid, local communities were able to successfully establish solar energy-harnessing panels and maintain them for everyday use.

In Jordan, students participated in courses with climate change as their focal points. During the training, they became able to link "climate change to their local scene, while taking into account previous and ongoing international efforts" (UN, 2020. p. 44). Moreover, after the course of the training, youth were able to adapt counter-climate change strategies in their home communities to raise further awareness. The project also had an impact on locals' supposition of water security. For these reasons, "these plans will feed into the national adaptation plan adopted by The Ministry of Environment in Jordan" (UN, 2020. p. 44). With the help of these examples members of the group were able to see how important education, energy and water security are. As well as these case studies addressed the importance of examining problems from different perspectives.

Conclusion

To summarise this topic, it is crucial to state that everyone has the right to quality education. This is the foundation for the 4th Goal of Sustainable Development inaugurated by the United Nations in 2015. Having the knowledge that leads to a more environmentally friendly and sustainable future is a key Global Competence that individuals must possess. If not before, in schools during education, teachers must make their students able to understand and navigate through these processes and enable them to be active participators in the creation of a better, more sustainable future. To make it happen, the United Nations publishes materials and

good practices to be used as examples and guidelines for educators. With environmental issues becoming parts and topics of language exams to urge to implement and discuss them during classes has grown. However, teachers must go beyond this and enable their students to think complexly and make them see environmental issues in their reality – not only as exam topics but as present challenges and problems of our world.

Language Learning as an Effective Tool for Creating a Better World

Using language is a key tool of communication, it helps individuals to make connections with each other and with that, it shapes our environment. This chapter aims to present connections between global competences and language learning, as well as to provide examples of how to incorporate them into English lessons.

According to UNESCO (2017), by being able to communicate effectively with others, a shared understanding of people and places can be created in a community. They add that “this, in turn, enables the development of a common understanding of the concept and practice of sustainability” (p. 158).

Moreover, language learning can provide a productive environment for developing students’ critical thinking skills. This can be linked to the First Dimension of Global Competence (OECD, 2018). For example, by using authentic texts that present the happenings of the real world, students will be able to see cultural and racial stereotypes, as well as the social injustice that accompanies these groups. Furthermore, UNESCO (2017) adds by using debates in the language classroom, students will become competent debaters and will “recognize the various fallacies in public debate” (pp. 158–159).

Another method that can be utilised in language classes to enable students to be informed decision-makers and active participants of society is reading. UNESCO (2017) notes that “students can explore representations of, and humans’ relationships to, the environment intimately through literature” (p. 159). Not only their environmental awareness can be developed by using reading tasks, but their empathy and openness towards multi-perspectives. If teachers choose their texts to cover, students can connect to the characters of the texts more easily, enhancing the Second and Third Dimensions of Global Competence.

In connection with the Fourth Dimension, UNESCO (2017) suggests creating an open content space for sustainability in language learning. Despite educational systems not always allowing dealing with the issues of sustainable development, language teachers must aim to create chances for this by organising their materials with a focus on these problems. It is

required for educators to use content that is not language-specific. It is clear that global issues can fit into this criterion, as they are complex problems.

Conclusion

All in all, there are various methods to develop students' Global Competence and awareness about sustainability in the language classroom. In close connection with the different dimensions of Global Competence, teachers of English (and any other language) can create space for this development. The various tasks and methods include debates, reading activities, as well as media and digital literacy tasks. Moreover, teachers can design their language courses concerning global issues and the challenges of the 21st century by appointing them as the main non-language-specific content of their courses. Furthermore, in the previous chapters of this review, international examples were presented as well, which show educators' eagerness to engage in these topics and methods. Based on these case studies, I started to plan my own research project which will be discussed later.

Project work

Theoretical Backgrounds

A considerable amount of literature has been published on project work and project-based teaching methods (Fried-Booth, 1988; Ribé & Vidal, 1993; Sheppard & Stoller, 1995; Stoller, 1997). They all agree on the importance of creating a supportive environment for student groups working on projects. Within such an atmosphere, they can learn and cooperate freely, at their own pace, driven by various inner and external motivational factors.

Based on the work of Ribé and Vidal (1993), project work encompasses more time, and because of their longer duration, they cater for solving more complex issues. They consider a successful project as a longer work that not only aims to develop communicative skills but also enhances students' cognitive development. In their opinion, more complex projects can have an even bigger impact on the development of learners' global personalities. While working with complex problems, students' systematic thinking skills can evolve, which contributes to their everyday lives and will be valuable when they step into the world of work.

Fried-Booth (1988) adds that "recent approaches to language learning and teaching stress the importance of cooperation as a motivating factor" (p. 5). She further states that besides

interpersonal relationships, the individual development and involvement of the students are the focus of these approaches. Therefore, projects must be engaging for the students to give them stimulus during the working process. Although the teacher provides support, it is up to the students to decide how and what they will do with the project. Hence, every participant can find what they enjoy in a project and work with that.

Advantages of Project Work

After we could create a sense of independence in the students and they feel as if the project was their own, we could benefit from the numerous advantages of this form of work. As Fried-Booth (1988) implies projects can motivate students to step out of their comfort zones and move into the ‘real’ world. Oftentimes, teachers feel as if what they teach is not synchronised with what the actual language use would be. To solve this common problem Fried-Booth (1988) suggests that “project work helps to bridge the gap between language study and language use.” (p. 7) She notes, for this reason, project-based approaches are substantial for expanding students’ communicative skills in the classroom by promoting free language use in a less teacher-controlled situation. Speaking activities during project work promote learners’ spontaneous oral skills, encourage them to use their passive vocabulary and give them further chances to practice everyday speaking situations – e.g., reacting, asking, and answering questions, implementing tag questions, and expressing different emotions. Moreover, while working on projects, educators can diverge from the topics and materials of coursebooks, which deal with less complexity and have a strict pattern to follow through. Researchers (e.g., Sheppard & Stoller, 1995 and Fried-Booth, 1988) agree that if learners have at least the needed minimal range of vocabulary, they can cover other topics which are less frequently touched upon during language classes.

Besides learner autonomy, stepping out of their comfort zones and enhancing free language use, projects create opportunities for class interactions. Following the steps of a project work described by Fried-Booth (1988) first, students can and must work together if it is a group project with a shared goal to reach. In this case, they are only responsible for only a smaller section of the whole project; however, without their parts, the process would be unsuccessful. This increases their ability to make decisions. Therefore, besides autonomy, students can evolve their responsibility as well. Fried-Booth (1988) further mentions that through their interactions learners’ cooperative skills can develop which are irremissible in our

century. Here, we can refer to Global Competence as cooperation and being able to work with a team or someone else is considered to be an essential part of individuals' Global Competence.

According to the findings of Alan and Stoller (2005), by using project work, we “can accommodate a purposeful and explicit focus on form and other aspects of language” (p. 11). It means that projects are not only useful for developing communicative skills, but we can also practice and learn new competences with their help. For example, we can focus on grammar or structural forms, classroom interactions, or social issues.

As Alan and Stoller (2005) explain it, a project can be product-oriented, or process-oriented. Both types enhance students' experience, improve their language and social skills, and develop their decision-making and critical thinking abilities amongst other skills. By putting the emphasis on the process and not on the product, educators can create the opportunity to work in a less stressful environment and enhance students' motivation, and with that give space for their creativity. However, they note that project work can be more successful if it is both process and product-oriented and its emphasis is “on integrated skills and end-of-project reflection” (p.11).

The Teachers' Role in Project Work

Ribé and Vidal (1993) see the teachers' most important role in project work in the planning process. Teachers must consider their groups' capabilities, as well as time and environment at this stage. During the project, teachers must step back to stimulate students' cooperation, responsibility, and decision-making skills. When this happens, they add, “by sharing decisions with the students the teachers may feel that their previous direct control is being replaced by a more subtle remote control” (p. 9). In this new situation, teachers must adjust to their new roles. However, this is not easy to do, due to the complexity of this newly gained role. Ribé and Vidal (1993) list the tasks of this remote role, they write that the teacher in this new role “amongst many other things, is that of initiator, planner/co-planner, provider of thematic and language input, self-access materials, language explanations and correction, promoter of group co-operation and an appropriate atmosphere, helper, consultant and evaluator/co-evaluator” (p. 9). Therefore, teachers cannot be satisfied and recess if their projects have started successfully, they must be there to help and monitor the activities, give constant support and feedback to the group, and in the end, take part in the evaluation process.

Possible Problems of Project Work

With the benefits and possible difficulties of project work have been described, it is equally important to present the potential drawbacks and problems of this method.

Organising a longer project is difficult as it requires careful preparation at first. Furthermore, as Fried-Booth (1988) notes, project work takes up extra time as planning and tracking lessons and tasks are time-consuming as well as finding supplementary materials for these classes.

Fried-Booth (1988) highlights the difficulties of tracking students' advancement. She adds that it must be checked systematically "what the student has heard, learnt, and understood" (p. 11). Equipping students with self-checking strategies (e.g. checklists or report forms) can be a possible solution to this problem, she suggests.

Moreover, personal problems can occur. For example, absent students, changes in group dynamics or the loss of motivation or engagement can result in the project going sideways. Fried-Booth (1988) suggests that teachers can counter these problems by further encouraging and giving space for personal interactions.

Conclusion

In conclusion, project work has numerous benefits that highly outweigh its possible problems. Although careful planning is required from teachers to create successful projects, it is going to be remunerative as this method can develop multiple competences. Most importantly, cooperation, which is a crucial global competence, broadens vocabulary while promoting free language use, and having the chance to discuss extra topics. In addition, students' ability to take responsibility and to make decisions will improve as well as their spontaneous oral skills. The teachers' role will alter during a project; therefore, teachers need to have in-depth knowledge of the topic and be able to adapt to their constantly changing new roles.

Conclusions of the Literature Review

To summarise the Literature Review, the 21st century poses several social and environmental challenges for individuals. These challenges can be hopefully tackled through Global Citizenship Education. This approach enables students to think critically on different levels, and respond to the demands of globalisation while developing students' decision-making and conflict-solving abilities, social and moral intelligence. With the help of Global Citizenship Education, teachers develop their learners' knowledge about citizenship and political matters as well as increase their willingness to be active participants in future changes. Moreover, by reminding students of the interconnectedness of the world, they can be enabled to see different perspectives and examine problems in a complex manner. However, this approach faces various challenges in Hungary's education system, therefore, its role is still insignificant in public education.

During Global Citizenship Education most of the themes are global problems. Teachers incorporating this approach in their practice focus on raising students' awareness towards global issues and acceptance, as well as aim to develop skills and mindsets that are considered to be parts of Global Competence. They are connected to four different, but overlapping dimensions, alongside which educators aim to students' advancement. These are examining issues from different perspectives, understanding, and appreciating the differences. Moreover, engaging in intercultural interactions and taking action for collective well-being and peace are parts of Global Competence. The ability to understand the importance of sustainability also appears as a key component of Global Competence. However, teachers must add that being active and environmentally friendly is an even more important task.

Although in the Hungarian education system these topics are not yet deeply embedded, teachers can address these changes and form students' Global Competence by using project work which takes more time, and therefore, provides more opportunities for development and shared discussions. As it was presented through examples of international projects, they were able to make significant changes in the case of the different aspects of Global Competence and more prominently, sustainability.

Language classes and courses can offer an effective environment in which teachers can educate their students about global issues. For this, various task types and methods can be used, following the learners' knowledge and needs. These can be, for example, reading activities, debates, tasks aiming at critical media consumption, and other cooperative tasks.

Research Design and Methods

This chapter outlines the process of data collection by first presenting the research questions, followed by an overview of the participants and settings involved in the research. The instruments and the procedures are then described in the subsequent sections. The chapter ends with the discussion of the process and methods of data analysis and the limitations of the presented study. It must be highlighted that my research describes a case study, which is, according to Yin (2002), “an empirical inquiry that investigates contemporary phenomenon within its real-life context” (p. 13). Therefore, it provides unique and individual responses and results in the case of having different participants.

Research Questions

As discussed in the previous chapter, improving students’ Global Competence is a prominent issue in current curriculums. Although, a worldwide shift can be seen towards the inclusion of Global Citizenship Education and the development of Global Competence in the educational systems, with the implementation of the National Core Curriculum of 2020 in Hungary, this globally growing tendency is not presented anymore in the country’s educational system. This situation in Hungary raises the first two questions of my research:

1. In Hungarian EFL teachers’ views, why is it important to incorporate Global Citizenship Education and develop students’ Global Competence in the EFL classroom?
2. How can secondary school teachers develop Global Competence, and include the elements of Global Citizenship Education and sustainability in their language lessons?

While these two research questions were surveyed by practising teachers for whom the incorporation of these issues is important, my third research question focused on a group of students:

3. What do Hungarian students think about the challenges and global issues of the 21st century?

The last research question, that I aimed to be answered by both parties – teachers and students – was:

4. What are the skills and competences that can be enhanced with a project focusing on global issues?

The following sections aim to describe the research methods used to answer the research questions above.

Participants and Settings

The Student Group and the Teachers of the School

I conducted my research at a prestigious secondary school in the centre of Budapest. The institution offers a great variety of specialisations – six new classes start every year. One of the most popular specialisations in the school is the language class with an extra year of intensive language learning in its focus. During this first year, students have 10 English classes accompanied by 8 additional German classes, therefore the desired effects of this intensive language learning can be fulfilled by the end of the year. The student group I was working with during the “*City of the Future*”-project is in their intensive language learning year. The group consists of 16 students: 10 girls and 6 boys. They have confident English knowledge and are willing to use the language to communicate with each other. Their 10 English lessons are divided into three parts: grammar, vocabulary building and culture-focused classes. Our project was part of their vocabulary-building classes. The students have 3 classes in this subcategory of English learning: a normal class on Mondays and a double class on Fridays. The project took place on these double occasions as more preparation and work time were immensely needed to create a successful project.

The teachers in the school are trained professionals who educate the students for more than is expected. The institution is in a unique situation, all its teachers are experienced, skilled, and devoted to teaching. As I have seen, they always aim to create better chances for their students. Moreover, I conducted interviews with the developers of the original City of the Future project.

To find answers to my research questions, besides working with the students’ group and surveying them through a personal questionnaire, I conducted individual interviews with two teachers in the school and with two members of the Maker’s Red Box project-developer team. They had different experiences with the Creative Workshop and with projects revolving around

the development of Global Competence and Global Citizenship Education. The data of the two participating teachers can be found in *Table 1*.

Table 1

The profiles of the interviewed teachers.

Pseudonym	Aladár	Frigyes
Age	44	58
Teaching experience	20 years	25 years
Subjects educated	History and English	English and Hungarian
Experience in the Creative Workshop	He is a founder of the Creative Workshop.	It is his first year and first project.
Role in the Creative Workshop	He is the Master (Leader) of the Workshop.	-

The Creative Workshop

As most of this research project was carried out in the Creative Workshop, working with the group on the “*City of the Future*”-project, it is essential to give a detailed overview of this place and its possibilities.

This secondary school is well-equipped, and not only with skilled teachers and approximately 800 curious students, but it also has its Creative Workshop, where the project lessons were held. The Creative Workshop, which was launched in 2022, is located on the ground floor of the school, in a large classroom, giving students plenty of space to work individually and even to do tasks involving group work in class. Class projects and extracurricular workshops are held here. While class projects are led by the teachers of the classes (as in my case), extracurricular, special workshops (such as LEGO Robotics or 3D planning) are managed by the Masters of the Workshop². There are two Masters who oversee the entire Workshop: a leading teacher (*Aladár*) and a former student of the school.

It is also important to note that this Creative Workshop was set up at the instigation of teachers and students, while a large part of the funding was provided by various corporate sponsors. The purchase of the necessary supplies is also partly subsidized by these companies and the school's foundation through various grants, thus providing the opportunity for

² Masters of the Workshop are referred to as “Műhelymesterek” in Hungarian.

continuous creation. The names of the teachers and individual donors without whom such a complex and challenging creative space could not have been created are also listed on the Workshop's website.

The school has purchased student programmes and projects for the Workshop to use in and outside the classroom environment. These cover the themes of “*Global Climate Change*” and the “*City of the Future*”. Pre-prepared teaching materials, lesson plans, presentations and necessary props are included in these project kits. I found that these teaching materials, designed and distributed by the Hungarian company Maker's Red Box, are very innovative, but in many places needed to be modified, mostly due to the composition of the group. These project packages also include a summer training course for teachers who want to join.

I assessed the workshop's tool park, which is quite diverse, giving students a wide range of opportunities to work. In addition, many of the tools are available in multiple pieces, facilitating group work and reducing waiting times.

The Creative Workshop has three 3D printers with filaments, assembly kits and replacement parts to ensure smooth working. In addition, an important professional aid, especially for teaching geography, is the room's field table, on which real-time terrain levelling can be projected. This can be used to model the Earth's landforms for pupils, who can easily create their own. In addition to the whiteboard, the classroom is equipped with a smart board with several touchscreen pens. The board and its use are central elements of the lessons. Moreover, the classroom is furnished with a laptop docking cabinet, which docks a total of 21 student laptops and computer mice. These can be used by the pupils during the lessons for solving tasks and planning. It is important to add that these laptops are always put back in their place for charging after use.

The room is surrounded by several cabinets, desks, and benches. The cabinets contain teaching materials and support kits for the “*City of the Future*” and “*Global Climate Change*” projects. There are also creative and crafting materials (coloured papers, scissors, pens, fabric materials), LEGO robot building tools, cleaning materials and maintenance equipment. The workbenches are mainly used for projects in progress. Furthermore, computer cables and programmable *microbits* can be found in smaller cases on the benches. These are small devices with LEDs for which the students can write programs to bring the lights and sounds of the device to life.

Methods of Data Collection

In my research, I used mixed methods to collect data from the students, the teachers and even from myself. According to Dörnyei (2007), this method combines the techniques of qualitative and quantitative research. For this reason, it gives a solid foundation for conducting research and supports triangulation.

Instruments

a) Questionnaires for Students:

The questionnaire (*Appendix A*) aimed to investigate students' attitudes towards project work and global issues as well as the improvement of their Global Competence and Global Citizenship skills.

Based on the suggestions by Dörnyei (2007), I tried to include various types of question items, however, most of the questions were close-ended ones. The questionnaire included Likert scale questions, semantic differential questions, as well as multiple-choice questions and questions in which students had to create a rank order. The questionnaire concluded with open-ended questions in which students had the chance to ask and give feedback or suggestions. Members of the group were asked to fill in the questionnaire at the end of the project so that they could evaluate their work and themselves as well.

b) Interviews with the Teachers and with the Maker's Red Box Developers:

Again, following the recommendations of Dörnyei (2007), I conducted semi-structured interviews with two teachers at the school who are differently involved with the Creative Workshop.

The questions of the teacher interviews can be grouped into 3 categories: first, demographic and general questions, second, questions related to global issues and challenges, and third, questions in connection with the Workshop and project work. The set of questions included close-ended and open-ended ones; these enabled the interviewees to answer freely. Although the interviews were conducted in Hungarian, the set of guiding questions is presented in English (*Appendix B*).

In the case of the developers, I had not included demographic questions.

c) Reflective Journals:

During the project, I was writing a reflective journal, which I found quite helpful using during my short-term teaching practice. New journal entries were added after each project

class. With the help of it, I could document the project's progress. Moreover, my interpretations and experiences were recorded in my Journal, as well as the activities, the different attitudes, and the engagement of the students.

Furthermore, to have another viewpoint, I asked my mentor who was always present during the project occasions to make notes. When the classes finished, we discussed our observations. With a second opinion from my mentor, I attempted to remain more objective in my Journal. However, since writing a reflective journal is mostly a subjective data collection tool, based on Dörnyei (2007), the evaluation of the project classes was, therefore, containing mainly subjective interpretations. Some excerpts from the Reflective Journal can be seen in *Appendix C*.

Procedures

My research focused on the applicability of Global Citizenship Education and the development of students' Global Competence in a multi-week project work carried out in English classes. To plan the occasions of the project I used the supplementary lesson plans that were included in the Maker's Red Box project kit. These pre-tested lesson plans provided a good starting point for our classes, however, they opted for younger audiences: from 4th to 7th graders. Because of this, I had to make serious adjustments to meet the requirements and expectations of the group of 9th graders that I was teaching during the project. With the help of these modifications, I was able to create a challenging, but fun working atmosphere in which all students could work freely, with only minor restrictions. Some of my lesson plans are available as appendices (*Appendix D-E*).

Working on this case study with the student group started in September 2023, after I was informed of the identity of my assigned mentors. I feel like it was a fateful coincidence that my thesis topic had a close connection to a project that he signed his group up for. This was the “*City of the Future*”-project. At first, we made a schedule for the project (*Table 2*). It was a less detailed guideline based on the instructions provided by the Maker's Red Box Guidebook. We discussed the possible difficulties and that we need to upgrade the book's recommendations and lesson plans. Having that in mind, we opted for a 4-month long project that would finish by the end of the first semester at the latest. However, we were short on time in the beginning; therefore, we were unable to fully prepare for the start of the project, I refer here to the fact that I could not make a questionnaire for the lesson to measure students' attitudes toward global issues and what global competences should be developed the most during the project.

For the early occasions, we made the lesson plans together with my mentor teacher, but after a month, I became the only planner of lessons, though I always received recommendations and comments from my mentor that I tried to include in the respective lessons.

Table 2

Planned schedule for the project.

Occasion	Date	Topic
1	22 September	Introduction and Safety Training
2	29 September	Local and Global Issues
3	6 October	Competences for Global Citizens
4	13 October	City Origins and Naming the City
5	20 October	Functions of Cities
6	27 October	How does a city work? Electing a Mayor and Choosing ‘Hexas ³ ’
7	17 November	Researching the City Sections and Making Plans
8	24 November	Learning 3D Printing
9	1 December	Finalising 3D Prints
10	8 December	Programming microbits
11	15 December	Learning Soldering and Setting Up the Electricity
12	12 January	Doing Arts and Crafts
13	19 January	Making the Presentations
14	26 January	Presentations and Feedback

The first lesson of the project was held at the end of September 2023. On this introductory occasion, besides having ice-breakers and getting to know each other activities with the students, we discussed the schedule of the term and the aims of the project and held a safety training. The learners were enthusiastic about the endless possibilities of the project. Moreover, this served as a good opportunity for them to bond with each other, as they had just met in September as freshmen.

³ The hexa is a hexagonal-shaped territory in the city. Each hexa represents a different function in the city, however, they are closely connected as several functions are represented throughout multiple hexas (e.g. sustainability, transportation, energy, security).

Although we planned the project to be finished by the end of January, with the additional topics and materials, it took longer. Due to the several cancelled classes and slower work pace, working on the city finished in the first week of March 2024. What cost extra time was working with the 3D modelling software, learning how to program microbits and the final steps of crafting (painting, glueing, and setting up the electricity). However, this was not the last part of the project. We wanted to create something lasting, therefore, students had to create a website for their city through which they could present their works and findings. It turned into a success in the school, as numerous teachers found it interesting and showed it to their students, who would like to embark on a similar project in the next year.

The teacher participants of the study were interviewed in October 2023 and March 2024. Both were face-to-face interviews that took around 30 minutes. They were conducted in Hungarian and recorded by smartphone after the participants agreed to the recording. After the meetings, I made transcripts of the recorded audio that helped me analyse the interviews.

Method of Data Analysis

As my research was following a case study design, I collected both qualitative and quantitative data. This enabled me to widen my perspectives. To analyse the emerging data, I used Dörnyei's book titled *Research Methods in Applied Linguistics*, published in 2007.

Concerning my first and second research questions, I analysed the recorded interviews, compared the answers of the interviewees, and made a comparison with the findings of the studied literature.

Concerning my third research question, I examined data from the students' questionnaires. With the help of these, I was able to record and analyse the perspectives shared by the students. Moreover, I could identify patterns of changes and development in the fields of Global Citizenship and Global Competence. I intended to know the extent to which the learners enjoyed participating in the project and their satisfaction with the outcomes. Furthermore, I contrasted the answers provided by the students with the reflections in my Journal, which I tried to further amend with the post-lesson comments and remarks of my mentor teacher.

In the case of my final research question, I was working with data collected by all used instruments. With the inspection of the recorded interviews, I was able to extract the opinions of the educators, which I again, analysed based on the guidelines published by Dörnyei (2007). Students' questionnaires were used to record their thoughts about the fields and competences

they have improved. After examining the submitted answers, I was able to identify key competences for which the project contributed the most to improve. I compared these findings with the impressions and experiences occurring in my Reflective Journal. All in all, I think this final question could summarise and shed light on the key takeaways of the project.

Quality of the Research

The research for my thesis was conducted with a group of students, consisting of 16 9th-grader learners and two teachers from the school. This qualifies the research as a small-scale study. The different types of data were obtained by various instruments. First, qualitative data was collected by the open-ended questions of the interviews and the questionnaire, as well as through personal feedback, reflections, observations, and remarks. As for the collection of quantitative data, it was fulfilled with the help of close-ended questions, Likert-scale, and rank order questions included in the students' questionnaire.

To ensure the validity of my research, I aimed to use triangulation techniques. Therefore, I examined the same questions and topics from different viewpoints by using different instruments and various personal perspectives.

There are, however, several limitations to this study. The findings may not be entirely representative due to the limited number of participants in the teacher interviews. Furthermore, it is important to consider that the personal opinions of the educators could potentially influence the results of the interviews. Second, as this is a small-scale, case study-like research, with only one group of English learners participating in it, therefore, the range of perspective may be limited in the findings. Conducting the research with multiple English groups could increase the reliability of the study. Additionally, I was unable to create an initial questionnaire for the students at the beginning of the research to assess their thoughts and skills connected to Global Competence and Global Citizenship before starting the project. It would have been beneficial to record them creating a chance for a more valid comparison at the project's end. Due to the lack of this, students had to reflect on their initial opinions and personal developments only at the end of the research. My research was conducted with a group of students who attend a special English class with an increased number of language classes compared to the average number of secondary school English classes. For this reason, the obtained data and development may not fully represent Hungarian students learning English at a (normal) secondary level. I am aware of these limitations, and therefore, my study was deliberately exploratory in its nature, a case study and not designed to make broad generalisations.

Results and Discussion

The following chapter presents the findings collected from the student questionnaires, reflective journals, and interviews with the teachers. The results are structured in a way that they follow the initial questions of the research. Therefore, below each research question, I examine the collected data and discuss the possible implications of my findings. I aimed to give detailed results; therefore, I have included direct quotations from the interviewed teachers as well as from the feedback provided by the students.

Research Question 1

In Hungarian EFL teachers' views, why is it important to incorporate Global Citizenship Education and develop students' Global Competence in the EFL classroom?

Results

During the teachers' interviews, at first, I focused on teaching global issues followed by developing global competence. The next main part of the interviews was about working with projects. As I tried to combine these elements in my research, the last part of the interviews was about the possible incorporation of such topics within the framework of school projects.

Both teachers agreed that it is essential to incorporate Global Competence and Global Citizenship Education in their classes. They mentioned that although they only teach one subject, it would be beneficial to include these competences and skills in the curricula of all the subjects. Aladár further highlighted that "global competences are essential skills for every student in the 21st century, without them, students will not have great chances to navigate through the challenges of life and the future." Therefore, he added, they should not be labelled as global competences, but as basic competences instead. With this change, it would be clearly signalled to decision-makers and curriculum creators that these are the skills that must be included in every subject.

All participating teachers mentioned the significance of setting an example for students. They believe that by being globally competent, environmentally aware, and empathic examples for their students, they can create an atmosphere in which students have the chance to think about the presented issues and act in a meaningful manner. Frigyes elaborated on this interesting aspect and told me:

Nowadays students do not want to take as much responsibility as 10 or 20 years earlier. I have no idea why that is so. Perhaps it is because of the changes in the family model or more likely, in my opinion, it is because they were not taught to make decisions and take responsibility for them. That is why I like to include Global Citizenship topics in my lessons to educate students on the fact that we must make decisions and deal with their consequences.

Both educators mentioned that they find it beneficial that with the help of developing global competences, they can focus on making the students' social and interpersonal communication skills better. They added that today's students might face post-lockdown anxiety, which can result in causing fear in case of face-to-face speaking situations. For many learners, the online world of education was a safer, more convenient environment in which they were less stressed when encountering these situations.

Moreover, Aladár and Frigyes highlighted the scarcity of global issues and problems in the coursebooks. Frigyes thinks that "they are especially missing in the case of lower-level coursebooks, however, it would be important to present these for students as well and start raising awareness at an earlier stage". They agreed that the topics in the books are not relatable for the learners as oftentimes they are not presenting real-life issues, but stories that feel artificial. Only using coursebooks, these students will not be able to connect to the topics and will be isolated from global issues. Frigyes further added that he does not like the texts in coursebooks dealing with global issues as he does not find them authentic and modern enough. They opine that new, updated coursebooks would be needed to develop Global Competence and Global Citizenship in an effective way for the students of the 21st century.

Developers of the original project mentioned that they wanted to include elements of democratic citizenship education and sustainability while developing wide range of students' maker skills. They told me that they opted for a younger audience with the project as their main focus was on the development of children maker skills. However, with the implemented adjustments they noticed that *Los Novitas* has many great added values whilst matching their initial pedagogical agenda and planned individual developments.

Discussion

In the case of my first research question, the two teacher participants gave quite similar answers to my questions. Both of them find incorporating Global Citizenship Education and Global Competence a key challenge in 21st-century education. In accordance with OECD (2018), they emphasise that tackling global issues and problems is beneficial for students for

various reasons, but most importantly due to their ability to develop a wide range of skills and competences. They mentioned that these skills are highly crucial and, therefore, should be named as basic or core competences and be included in all subjects. This refers to the examples shown by Symenoidis' (2015) study, in which cross-thematic education was presented as an effective tool in the field of social and civic studies.

Furthermore, all of the interviewees argued for the significance and the possibilities of social development in connection with Global Competences. They mentioned the need for improving students' interpersonal relationships and communication skills, as well as how to be respectful, conscious decision-makers, and aware of cultural differences. These are mostly connected to the Second Dimension of Global Competence (*the capacity to understand and appreciate different perspectives and world views*) (OECD, 2018), but through interactions and taking an active part in solving the issues the Third (*the ability to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender*) and Fourth (*the capacity and disposition to take constructive action toward sustainable development and collective well-being*) Dimensions were presented in the teachers' answers as well.

All in all, they emphasised that incorporating Global Citizenship Education and the development of Global Competence is highly important due to the large number of social and environmental real-life challenges that students must face in the future.

Research Question 2

How can secondary school teachers develop Global Competence, and include the elements of Global Citizenship Education and sustainability in their language lessons?

Results

During the interviews, I attempted to gather good practices for teaching this topic to (beginner) teachers, besides collecting data to analyse. Both of the interviewed teachers and the developers of Maker's Red Box highlighted the fact that these issues should be included in the future National Core Curriculum as they are essential competences for every learner. However, they mentioned to have a different focus in dealing with these topics.

First, Aladár puts an emphasis on digital and media literacy and critical source selection. In his words:

If we want our students to be capable of navigating through life, first they must know how to find out what is fake or invalid and what is not. Therefore, during the first couple of lessons with a new group, I give them articles and they must evaluate their contents. It is not a good task for developing critical thinking and media literacy, it can also bring a group closer to each other, make them cooperate and debate over ideas.

Frigyes has a slightly different opinion, during the interview he constantly brought up the idea and significance of making meaningful connections with the students. For example, he commented:

In the case of my classes or courses, it is a priority to create an atmosphere where all participants can feel safe and thus, take part actively in the lessons. I think teachers must be partners for students during their learning process, however, we must serve as role models for them, too. And not only as linguistic role models but as individuals from whom they can learn useful practices to be used in real life. I am empathic with my students therefore they are empathic and respectful with me (most of the time). Furthermore, I am constantly trying to be an example for them in connection with sustainability. From time to time, I share green solutions with them on the Google Classroom platform and try to refuse to use single-use products. After we could establish our respectful connection with the students they would accept our teachings on many fields, including dealing with global issues.

In connection with methodology, besides the techniques mentioned above, they added that the use of authentic materials is key to channel learners' attention to topics such as global issues or global citizenship. The teachers talked about how finding a work form that fits the group is difficult, but they consider it to be a key to successful development. Concerning the topics of global issues and global citizenship they think the best work forms and tasks are debate activities, projects and working with texts. However, Frigyes added that he uses songs, videos, and films as well, to discuss the mentioned issues with their groups. He thinks audio-visual aids can contribute to the students' engagement in a topic and cater more for individual needs within a group.

Discussion

The findings of the conducted interviews confirm that global issues and Global Citizenship Education can easily be incorporated into language classes. Also, with the different perspectives represented by the two teachers and the developers involved in the research, I was able to record multiple ways of incorporating the topics above. However, I could have expanded

the number of participating educators resulting in even more views and practical advice to present.

Based on my observations, the inclusion of different work forms covering these topics coincides with the students' individual needs as they are used to quickly changing environments and online platforms. They are bad at tolerating monotonous work as well as working alone, where they are obliged to take on all the responsibilities. Therefore, educators should design dynamically varying tasks for their learners.

In accordance with the suggestions presented in various guidebooks (e.g. OECD, 2018; UN, 2020; UNESCO, 2017), I have seen examples of teaching about global issues and improving students' global competences with the help of several tools and work forms. However, based on my classroom observations as well as the experience of the interviewed teachers, the most efficient work forms and exercises seemed to be debating tasks, and text processing exercises both individually and in pair work. Furthermore, activities including working with audio-visual materials were great possible examples.

All in all, I think, in agreement with the two teachers, that the development of Global Competences and Global Citizenship Skills is a longer process that requires more time. For this reason, we agree that projects are the most efficient tools to enrich the students' skills in these fields. However, for this cautious planning and an interested group are needed.

Research Question 3

What do Hungarian students think about the challenges and global issues of the 21st century?

Results

For retrieving and analysing data connecting to my third research question, I used various research tools: interviews, questionnaires, and a reflective journal. This triangulation ensured the credibility of my findings. However, as my examination was merely a small-scale research project, a case study carried out with a limited number of participants, my findings are not generalisable and only present the actual state and possibilities at hand at the school (Yin, 2002).

First, I would like to share my personal impressions that formed while observing classes tackling these issues. As my practice school is a prestigious secondary school with a quite strict selection policy, I presumed that my students participating in the project would be knowledgeable and curious about the challenges of the future. For the two-thirds of the group,

it was true. However, for the remaining 5 people it was not. First, I suspected that it is because they have already heard about these issues, making the new information redundant or even boring for them. After having a discussion with them, it turned out that they had bad experiences discussing global issues. For example, they mentioned that they had heard too much about recycling, therefore, they do not want to hear anything about sustainability or living in an ecologically friendly way. Starting from this deep point, I had to plan lessons to break down these self-made barriers of the students. By mixing the uninterested learners with those who were excited about the project, I could raise their engagement, too.

Moreover, as I assumed prior to conducting the observations, students seemed to be interested in politics and civic studies. Most of them were up to date with the latest happenings of local and global politics.

To summarise my observations, I would note that most students were open to discussing global issues. I found them globally more competent during the project as well. However, it was evident based on the criteria of openness towards challenges, others and new things (OECD, 2018). But it is crucial for teachers not to push an issue too much as it could cause students to close down or even hatred towards other global problems. In the student interviews conducted by Divéki (2022), learners had the same responses and opinions.

The teachers I interviewed observed similar attitudes from the students as well. Frigyes noted that:

Students think that they know something, something that they have heard about countless times. Let us take the case of selective waste collection for example. They are bored when there is a workshop about it because they say that it is the same every year. However, regulations change from time to time. But what the problem really is, is the fact that they cannot accomplish the successful selective waste collection in the class. And it is not because they do not know how to do it, some students are not willing to do it the correct way. Thus, taking away the enthusiasm of the others.

This quote leads to the previously mentioned observation of the teachers that students do not want to take responsibility, even for smaller actions like the one described above. This can cause bigger problems, according to Aladár. He thinks, this sometimes careless or disrespectful behaviour must be overcome because it contributes to avoiding solving problems with greater significance such as global warming or poverty.

All in all, the teachers think that almost all students are aware of the global problems in this school, however, in Hungary these topics are not the focus, and therefore, students know

less about them. They added that with the revised version of the National Core Curriculum, the general knowledge of Hungarian students is going to be even worse.

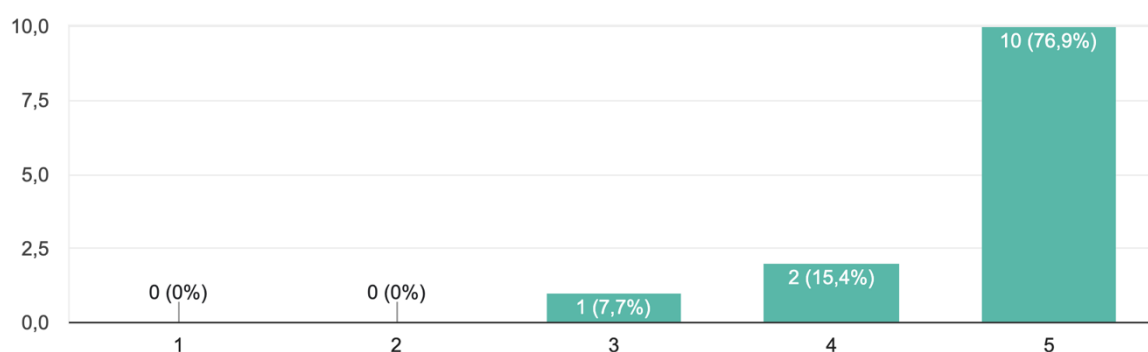
To measure the importance of tackling global issues from the inside I surveyed my group's opinion about it. I asked them to rate how important it is for them to deal with global problems and challenges on a 1 to 5 scale. The answers are shown below (in *Figure 3*).

Figure 3

The importance attributed to dealing with global issues in school

Mennyire tartod fontosnak a jelen globális problémáival és kihívásaival való foglalkozást az iskolában?

13 válasz



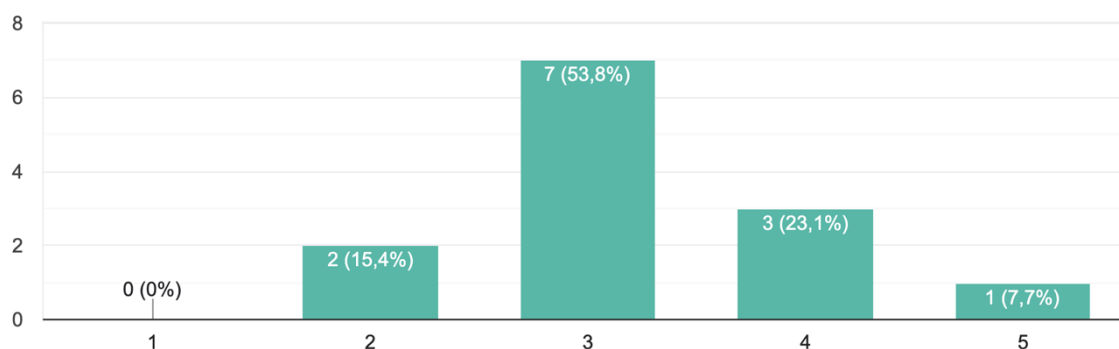
Three-fourths of the group marked it as *very important for them*, with zero people voting for it being *unimportant for them*. Therefore, it is evident that they want to engage in topics where they can explore these issues. However, I asked how much they have dealt with these issues in their studies and they gave different answers (see *Figure 4*). More than half of the group marked these issues as *partly present in their education*. While there was only one vote for *always present* and three for *present most of the time*, there were two votes for *almost not present at all*.

Figure 4

To what extent is dealing with the present global problems and challenges present in your education?

Milyen mértékben jelenik meg tanulmányaidban a jelen globális problémáival és kihívásaival való foglalkozás?

13 válasz



Discussion

In connection with my third research question, I used various data collection tools. Based on the observation I made in the classroom, as well as the experience of the interviewed teachers, I found that students can be easily involved in discussing topics revolving around global issues. Students at the selected school tend to have an interest in topics such as global problems, politics, and sustainability. However, due to the nature and special possibilities of this institute, the learning environment can make dealing with themes more attractive for them. Divéki (2022) notes that the context in which students can discuss global issues is a key to their further interests. Therefore, it is not necessarily generally true to the country, but to the given school.

During the observation process, I managed to identify problems that were later mentioned by the interviewees as well. These were behavioural problems, for example not paying attention when others were speaking. This was the foundation for the teachers' experience, too. They found that students can be disrespectful or negligent towards smaller problems, and if they have this kind of attitude in case of small issues then they are going act negligently towards bigger, global-size problems as well. Especially, as Frigyes noted it: "21st-century students cannot tolerate being unsuccessful in any way. If they cannot find a solution, then they tend to give up trying forever. Perhaps this is going to be the case with stopping global warming."

Moreover, many times, students feel as if they were experts on a global issue only because they have heard about it multiple times. In connection with this phenomenon, the

interviewed teachers suggested that educators must create a learning environment in which students will not feel as if they are hearing redundant information about these global issues. Although learners might think that these problems are not their business, which is a common thought among secondary school students; teachers should prove them wrong and show them why they are important through the use of real-life examples. According to the findings of Divéki (2022), students “are most interested in topics that are topical and relevant in their lives and they have quite negative attitudes toward frequently recurring topics that are not dealt with in an interactive, novel way” (p. 303). She adds that these results imply that educators need to “always bring creative activities and up-to-date materials into their classes to capture their students’ interest” (p. 303).

If we would like to examine the question from the other side, we must analyse the students’ responses. As shown in *Figure 3*, students have the desire to discuss global matters and global citizenship in their lessons. Nevertheless, the majority of the group indicated that these are only partly present in their education. Furthermore, it may be overrepresented in contrast to the Hungarian average, again, because of the institute’s possibilities. They named Language, History, Geography, Science and Biology lessons as contributing subjects. They coincide with the subjects listed to have integrated civic education modules in the publication by the European Commission (2017).

To conclude, the surveyed students want to know more about global issues, as they feel like there is room for more problems to be included and discussed during education, however, they do not want to hear about them in a boring, repetitive way. Teachers think similarly to learners. They say that their students seem to be open and curious enough towards global challenges and global citizenship education; however, the used approach must be found and planned carefully in a way that would cater for all group members’ needs and expectations.

Research Question 4

What are the skills and competences that can be enhanced with a project focusing on global issues?

Results

As my research was mainly based on a project work carried out with a group of students, therefore, it was essential to investigate the possible increments of the process. Moreover, the

interviewed teachers mentioned that projects have several benefits for the long-term development of skills and attitudes.

Based on the experiences that the teachers shared during the interviews, they believe that projects are the optimal work form for any case when educators want to develop students's skills in a longer process. It gives more chances for educators to make changes during the process as well. In connection with this Aladár noted:

Teachers must plan projects carefully aligning with the groups' level, needs, and requirements. During the procedure of the project, we must monitor how the students process as well as how they feel about the tasks. It is crucial that we prepare for the project, however, it is more important to adjust and replan the process, if we feel like it is going sideways. With these constant adjustments, we can make sure that the project is going on the right track and keep the students engaged with working on that particular project.

The teachers agreed that with different projects, different skills and competences can be developed; and during the planning phase, educators must select which ones they are putting into the project's focus. They both noted that the most common 21st-century, global competences can be developed easily and effectively in the framework of projects. They think the skills and attitudes that can be developed through projects are cooperation and teamwork skills, spontaneous speaking, critical thinking, presentation skills, decision-making, ecological and citizenship awareness, as well as empathy and seeing the world through different perspectives. Frigyes added that:

In my viewpoint, projects have the capacity to easily develop two domains: first, skills connected to critical thinking, such as multicultural awareness, examining issues from different viewpoints, systematic thinking and digital skills and awareness. Second, social skills and attitudes, for example, environmental awareness, sustainable thinking, empathy, citizenship attitudes, humility, decision-making, responsible thinking and cooperation. Besides these two bigger categories, presentation and speaking skills and content knowledge can be improved.

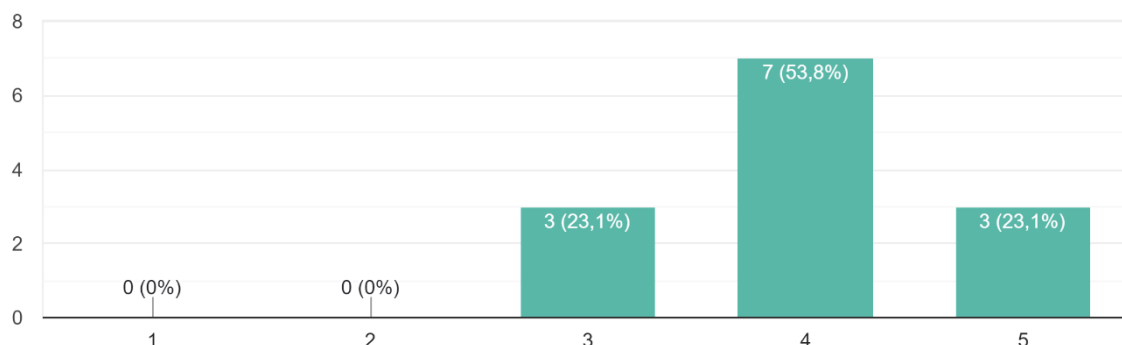
After surveying the students, I have found that they *mostly enjoy* working with projects in general (Figure 5). However, there were students less content about project work. Students were asked about the advantages of projects. They highlighted the *usage of additional materials* and the *possibility of discussing more topics*, as well as *teamwork, cooperation, gaining real-life knowledge and language development*.

Figure 5

How much do you like participating in projects in general?

Mennyire kedveled a projektmunkában való részvételt általánosságban?

13 válasz



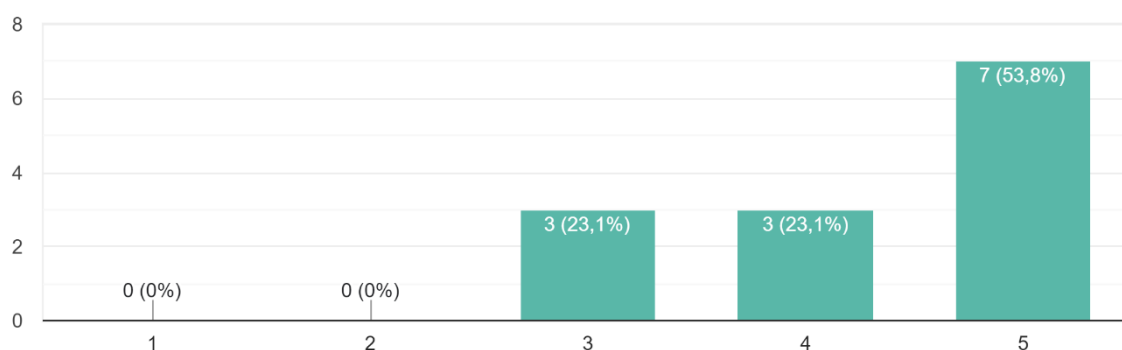
From the survey's answers, it can be seen that the group enjoyed participating in this very project; however, some students gave neutral remarks when evaluating it (*Figure 6*).

Figure 6

How much did you like participating in this particular project?

Mennyire tetszett a részvétel ebben a projektben?

13 válasz



I wanted to know whether the “*City of the Future*”-project has developed any of the students' most common global competences. Therefore, I listed 17 of them in the questionnaire students and they had to vote about to what extent the given competence developed by the project.

Based on the students' impressions, skills and attitudes towards sustainability, cooperation, citizenship awareness, curiosity, being open towards improvements, presentation skills, systematic thinking and examining issues from multiple perspectives were the ones that developed the most during the 5-months project (*Figure 7*). On the other hand, humility and empathy were the worst-performing fields (*Figure 8*).

Figure 7

The most developed competences – based on the students' feedback

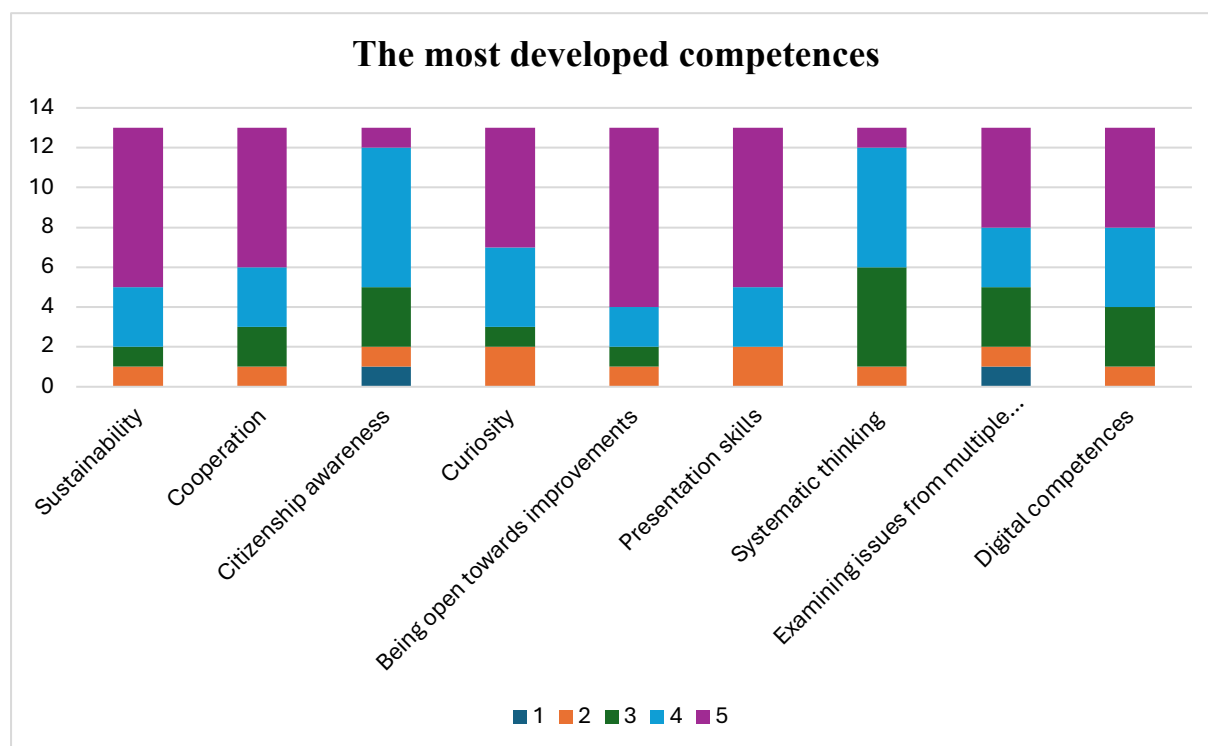
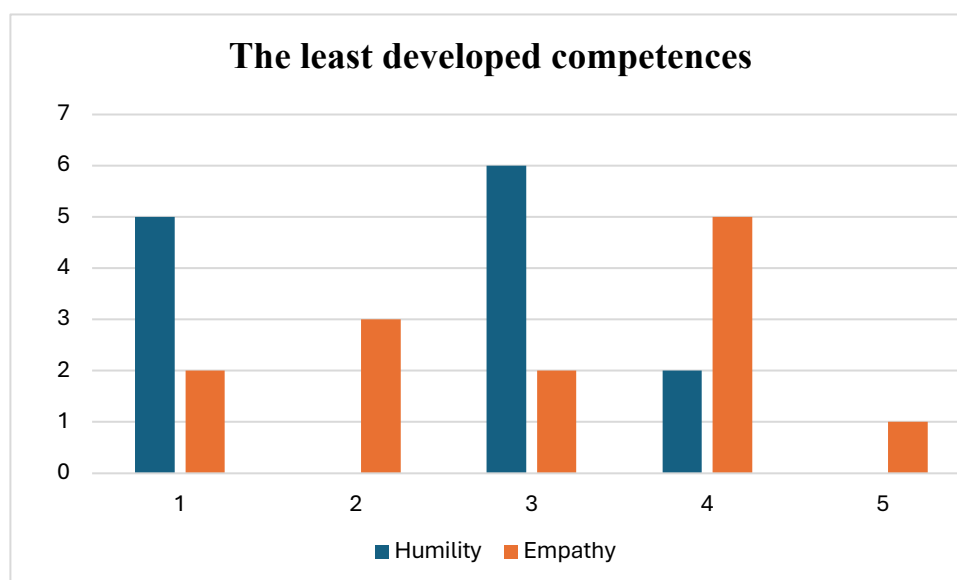


Figure 8

Competences that developed the least – based on the students' feedback



Discussion

My observations and thoughts about the whole project match the feedback provided by the group. It means that the global competences I intended to improve the most during the project were indeed developed. These were cooperation, environmental awareness and sustainability, being open towards improvements and different viewpoints, teamwork and presentation skills. These were achieved based on the feedback as well. During the project, I noticed that some competences that I marked secondary, were not present in the process. For this reason, and based on the recommendation of the teachers, I wanted to correct the problem and adjust my planned lessons to incorporate more of these skills and attitudes. Although humility scored low amongst the students, it would have been even lower, unfortunately, without the adjustments and additional exercises added during the project. For example, I included tasks that required students to work in pairs: there was a leader, who was only giving instructing and a subordinate who had to follow the received instructions.

The findings of the research and the suggestions of the literature align well. The field of possible developed competences and skills match the ones that improved during my project as well. They are also overlapping with skills that the literature presented. For example, Fried-Booth (1988) mentioned the significance and the possibilities of improving cooperation during project work. Alan and Stoller (2005) listed language development and learning about new things as the main takeaways of a project.

About students' engagement in projects, I think, in agreement with the interviewed teachers that learners are open to taking part in this kind of activities until they feel well comfortable with the task and in the environment. However, if they had a previous bad experience with a project or a certain topic, they tend to refuse participation. This phenomenon can lead to unmotivated groups and the failure of the project. Thus, teachers must assess the groups' interests and plan the project process accordingly. Furthermore, as the teachers added, there are going to be points when restructuring the project will be needed. In this scenario, a new evaluation with bringing in new ideas and viewpoints is unavoidable. In the case of my group's members, I think the problem had two sources. First, because teenagers tend to feel as if they are adults who know everything better. Second, because of the timing of the project lessons. We were dealing with the "*City of the Future*" every Friday, when they were tired of school and oftentimes classes were cancelled which fragmented the process, leaving students disengaged.

All in all, in my opinion, the project was beneficial for the group (and for me as well) as we could discuss the challenges of the future. Besides developing essential 21st-century

skills, they have gained a large amount of knowledge about future technologies, civic education and sustainability. However, as we observed with my mentor teacher, improving of English language skills was always in the background. Therefore, I think, it was a less successful English project, but a fairly successful global one, and because of this, I am quite pleased with these results.

Conclusion

The research offers insights into how global issues and work on global citizenship skills can be introduced into English as a Foreign Language classrooms through project-based learning. Although the conducted research was a small-scale case study, mainly due to the number of participants in it, the findings are congruent with the relevant literature, which was further reflected by the responses of the educators and the students.

The interviewed teachers showed interest in incorporating global issues into their teaching practices as well as engagement in using project work with their groups. Albeit they argued for the necessity of their use during language lessons, they noted possible problems and challenges of their inclusion: for example, learners' lack of motivation and language learning becoming solely a secondary focus of these classes and projects.

The research highlighted the usefulness of project work in connection with discussing and learning about global problems and global citizenship. Based on the findings, the conducted project had a positive effect on students' global competence. Aligning with the observations of my mentor teacher and me, and the learners' responses, the most prominently developed fields during the "*City of the Future*"-project were cooperation skills, sustainability, curiosity and being open towards improvements, presentation skills, critical thinking and examining issues through multiple perspectives. Although I found that these aspects of global competence were expansively improved during the project, as I see it, more English language-related content should have been included in the project, giving further chances for promoting language learning.

Further Research Possibilities

As I see it, further research on this project and topic is very much possible and worthwhile. First, it would be useful to research the aspects of global competence that did not improve during the given project as expected. In my opinion, additional tasks and smaller further adjustments and restructuring would be beneficial in the future to achieve additional improvements in connection with language learning, humility, and empathy. Second, it would be another great opportunity for research to track the advancements of the educators who started to incorporate more global issues and more global competence development following hearing about the results of the "*City of the Future*"-project. Third, further research with more student

groups and teachers participating in it would suggest more complex, detailed, and reliable outcomes and results.

Pedagogical Recommendations

Although, I know that the project I carried out with the group has technical elements, and equipment that limits its usage and implacability. However, with modifications, I would like to recommend experimenting with global issue-based projects in the English language classroom as they develop multiple skills for the students.

First, because the curriculum of English learning allows teachers to deal with topics that are loosely connected to English, educators can include anything in their classes. Within the framework of this, they can use projects as well to discuss, for example, cultural and sustainability-focused topics. Moreover, they can involve students with the use of challenging tasks, interactive and authentic materials, and presenting real-world problems for them to solve.

Second, English is one of the few lessons, where students can express their opinions. Teachers should exploit the willingness of the students to share these ideas and channel them into classroom discussions about various topics.

Third, and most importantly, developing students' Global Competence and enabling them to be competent global citizens are essential tasks of every teacher. Therefore, educators should have well-established knowledge about global issues. Teachers should always have in this notion their minds and plan their lessons accordingly.

Impacts of the Project

The "*City of the Future*" had a local impact at the school as several teachers showed interest in participating in similar projects focusing on global issues and the development of global competences. This shows that educators, as well as students, would like to be up to date with these problems, therefore, they should be included more in curricula. Moreover, our city was invited to compete in an exhibition presenting innovative techniques at secondary schools, where the presentation of the students raised the interest of the audience, and the project was rewarded with third place. Also, I have included a folder with pictures of the city and the exhibition (*Appendix F*) and some excerpts (in the form of screenshots) from the city's student-developed website (*Appendix G*) as it is unfortunately yet unavailable for individuals outside of the institution, however, we are working on a solution to make the city's website fully public.

In conclusion, my findings confirm that students would like to have global issues, citizenship, and the development of global competences included in their education. However, besides policymakers, it is the task of teachers to incorporate them into their lessons and therefore, their engagement with the topics is key in this regard. If teachers have the motivation and knowledge required, they can include the aforementioned topics in their lessons in an interactive and up-to-date way and by this prepare their students for the challenges of the 21st century and train globally competent individuals.

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Appendices

Appendix A – Questionnaire with the Students

Appendix Aa – Hungarian version

Kedves Résztvevő *Future Citizen*!

Köszönöm, hogy részvételeddel ebben a tanulói kérdőívben és a projektben, hozzájárulsz a szakdolgozatom elkészítéséhez! A célom az, hogy jobban megértsem tapasztalataidat, véleményeidet és szükségleteidet. Továbbá a válaszaid segítenek abban is, hogy fejlődhessek a tanításban.

A kérdőív anonim és önkéntes. Az adatokat, válaszokat csak összesítve használom majd fel. Kérlek, őszintén válaszolj a kérdésekre! Kérlek, olvasd el a kérdéseket alaposan, és válaszolj úgy, ahogy leginkább tükrözi tapasztalataidat és véleményedet.

Köszönöm a segítségedet!

Üdv, Martin

A kérdőív kérdései a következők voltak:

1. Mennyire kedveled a projektmunkában való részvételt általánosságban?
Értékelés 1-től 5-ig tartó skálán.
2. Szerinted melyek a legfontosabb előnyei általánosságban a projekteknek?
Szöveges válasz.
3. Mennyire tetszett a részvétel ebben a projektben?
Értékelés 1-től 5-ig tartó skálán.
4. Mi tetszett legjobban ebben a projektben?
Szöveges válasz.
5. Mennyire tartod fontosnak a jelen globális problémáival és kihívásaival való foglalkozást az iskolában?
Értékelés 1-től 5-ig tartó skálán.

6. Milyen mértékben jelenik meg tanulmányaidban a jelen globális problémáival és kihívásaival való foglalkozás?

Értékelés 1-től 5-ig tartó skálán.

7. Melyik tanórákon jelenik meg leginkább?

Értékelés 1-től 5-ig tartó skálán.

8. Mennyire érintettük ezeket a projekt feldolgozása során?

Értékelés 1-től 5-ig tartó skálán.

9. Szerinted mi az 5 legfontosabb globális kihívás? Sorold fel őket!

Szöveges válasz.

10. Számodra mennyire fontos az alábbi (globális) kompetenciák fejlesztése?

Értékelés 1-től 5-ig tartó skálán, kompetenciánként.

11. Mennyire fejlesztette az alábbi (globális) kompetenciákat a kivitelezett projekt?

Értékelés 1-től 5-ig tartó skálán, kompetenciánként.

12. Hogyan lehetne jobban kivitelezni a projektet a jövőben?

Szöveges válasz.

13. Van-e bármilyen kérdésed, észrevételed, javaslatod?

Szöveges válasz.

A 10. és 11. kérdések során felsorolt globális kompetenciák a következők voltak:

- | | |
|---------------------------------------|--|
| • alázatosság, | • (multi)kulturális tudatosság, |
| • (globális) állampolgári tudatosság, | • nyitottság az újítások felé, |
| • digitális kompetenciák, | • prezentációs készségek, |
| • döntéshozatali készségek, | • rendszerben való gondolkodás, |
| • empátia, | szintetizáló képesség, |
| • felelősségvállalás, | • szociális kapcsolatok kialakítása és |
| • fenntarthatóság, | fenntartása, |
| • kíváncsiság, | • több nézőpontból történő vizsgálat, |
| • kooperáció, | • tudatos médiafogyasztás és |
| • kritikus gondolkodás, | forrásválasztás. |

Appendix Ab – English version

Dear Participating *Future Citizen*,

Thank you for participating in this questionnaire and in the project, and by this helping me write my thesis paper. I aim to understand your experiences, opinions and needs better. Furthermore, your answers will also help me to improve my teaching.

The questionnaire is anonymous and voluntary. I will only use the data and answers in aggregate. Please answer the questions honestly. Please read the questions carefully and answer in the way that best reflects your experience and opinion.

Thank you for your help!

Martin

Questions from the questionnaire were:

1. How much do you like being involved in project work in general?

Rating on a scale from 1 to 5.

2. What do you think are the main benefits of projects in general?

Text answer.

3. How much did you enjoy participating in this project?

Rating on a scale of 1 to 5.

4. What did you like most about this project?

Text answer.

5. How important do you think it is to address current global problems and challenges in school?

Rate on a scale of 1 to 5.

6. To what extent is dealing with the global problems and challenges of the present reflected in your studies?

Rating on a scale of 1 to 5.

7. In which lessons is it most present?

Rating on a scale of 1 to 5.

8. To what extent have these been addressed in the project?

Rating on a scale of 1 to 5.

9. What do you think are the 5 most important global challenges? List them!

Text answer.

10. How important for you is the development of the following (global) competences?

Rating on a scale of 1 to 5, per competence.

11. To what extent has the project developed the following (global) competences?

Rating on a scale of 1 to 5, per competence.

12. How could the project be better implemented in the future?

Text answer.

13. Do you have any questions, comments, or suggestions?

Text answer.

The global competences listed in questions 10 and 11 were as follows:

- *humility,*
- *(global) citizenship awareness,*
- *digital competences,*
- *decision-making skills,*
- *empathy,*
- *responsibility,*
- *sustainability,*
- *curiosity,*
- *cooperation,*
- *critical thinking,*
- *(multi)cultural awareness,*
- *openness to innovation,*
- *presentation skills,*
- *systematic thinking, synthesising skills,*
- *building and maintaining social relationships,*
- *multi-perspective analysis,*
- *conscious media consumption and resource selection.*

Appendix B – Interviews with the Teachers

Appendix Ba – Hungarian version

Kedves Kolléga!

Köszönöm, hogy beleegyezett az interjún való részvételbe, és hogy hajlandó volt hozzájárulni a kutatásomhoz.

Kutatásom témája a globális kompetencia fejlesztésének lehetőségei az angol nyelvoktatásban. Ennek értelmében interjúkat készíték tanárokkal, hogy megvizsgáljam az oktatók nézőpontját és hozzáállásukat a globális kompetencia fejlesztéséhez.

A résztvevő pedagógusok adatai és személyazonosságuk biztosítása és védelme érdekében a kutatás során álnévket használok. Az interjú az Önök beleegyezésével rögzítésre kerül, azonban a felvételt kizárólag kutatási célokra fogom felhasználni.

A következő kérdéseket tettem fel a résztvevő pedagógusoknak:

1. Demográfiai kérdések:

- Hány éves az Ön életkora?
- Mióta tanít angol nyelvet?
- Van-e más tantárgy, amit tanít?
- Van-e már tapasztalata az Alkotóműhellyel kapcsolatban? Ki tudná fejteni részletesebben?

2. A globális kompetencia fejlesztése az angol nyelv tanórákon:

- Ön szerint mennyire vannak tisztában a diákok az aktuális globális kérdésekkel, problémákkal?
- Ön szerint érdeklik a diákokat ezek a folyamatok? Miért (nem)?
- Melyek azok a globális kérdések, amelyek elsőként jutnak eszükbe a tanulóknak?
- Ön szerint fontos-e ezekről a problémákról beszélni az angolórákon? Miért (nem)?
- Szívesen használja ezeket a témákat az angolórákon?
- Ha globális kérdésekkel foglalkozik az órákon, milyen tevékenységeket használ?
- Az Ön által használt könyv foglalkozik-e globális problémákkal? Ha igen, milyen témákat dolgoznak fel benne?

3. Projektmunka használata az angol nyelvórán:

- Használ-e Ön projekteket az angolórán?
- Mi a véleménye a projektmunkáról általában? Milyen előnyei és hátrányai lehetnek?
- Hogyan viszonyulnak a diákjai ezekhez a tevékenységekhez az órákon?
- A projektmunkák során milyen készségeket fejlesztésére törekszik leginkább?
- Használná-e a projektmunkát az angol órán a globális kérdések feldolgozására? Miért (nem)?
- Milyen pozitív és negatív projekt tapasztalatai vannak? Írja le őket!

Appendix Bb – English version

Dear Colleague,

Thank you for your agreement to participate in my interview and your willingness to contribute to my research.

My research focuses on Developing Global Competence in English Language Teaching. I conduct interviews with teachers to investigate their perspectives and their attitudes towards Global Competence.

To ensure participating educators' privacy and protect their identities, pseudonyms are used throughout the research. With your agreement, the interview will be recorded and used for research purposes.

I have asked the following questions from the participating teachers:

1. Demographic questions:

- What is your age?
- How long have you been teaching English?
- Are there any other subjects you teach?
- Do you have any experience with the Creative Workshop? Could you describe it?

2. Developing Global Competence in the EFL classroom:

- How aware do you think students are of the current global issues?
- Do you think students are interested in these processes? Why (not)?
- What are the global issues that come first to students' minds?
- Do you think talking about these problems in English classes is important? Why (not)?

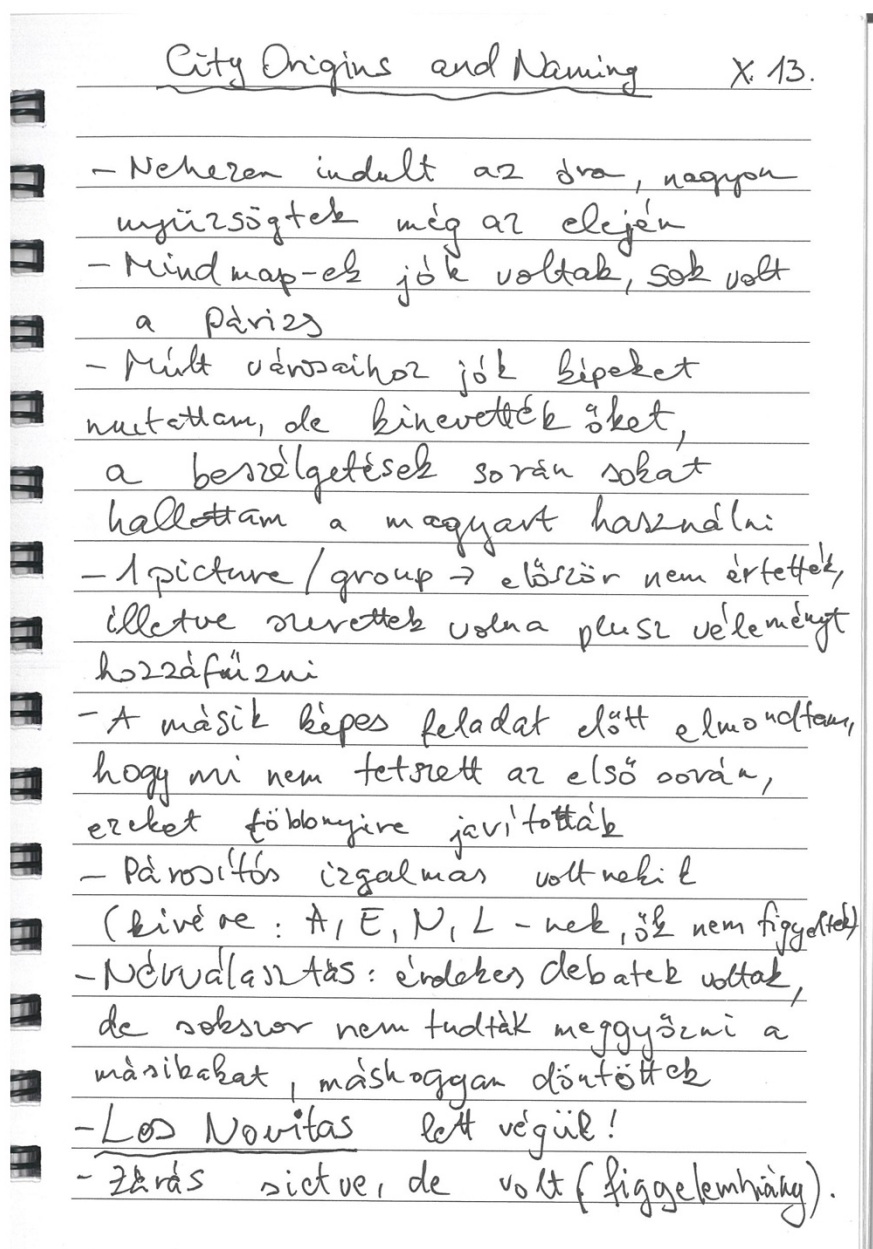
- Do you like to use these topics in your English classes?
- If you deal with global issues in class, what kind of activities do you use?
- Does the book that you use deal with global problems? If so, what topics do they cover?

3. Using project work in the EFL classroom:

- Do you use projects throughout your English classes?
- What is your opinion about project work in general? What benefits and drawbacks can they have?
- What is your students' attitude towards these activities in your lessons?
- With projects, what kind of skills would like to develop?
- Would you use project work throughout your English classes to deal with global issues? Why (not)?
- What kind of positive and negative experiences do you have with project work? Describe them.

Appendix C – Excerpts from my Reflective Journal

I have included here a reflection (in Hungarian) that I wrote for the lesson dealing with *city origins and naming our city*. The connecting lesson plan can be seen in *Appendix D*. All in all, writing these reflections from lesson to lesson turned out to be a great and useful aid during the whole project.



Appendix D – Lesson Plan on City Origins and Naming the City

For planning the lesson, we followed the Maker's Red Box's Guidebook (City of the Future, 2021), however, due to the differing characteristics of the group (age, number of students), we revised the suggested lesson plan and adjusted the tasks and the aims of the lesson.

Time	Description of the activity	Aim of the activity	Work form	Tools	Anticipated problems	Notes
3'	<i>Administration</i>	-	-	-	-	
4'	<i>Favourite city:</i> Students create a mind-map about their favourite city	Warm students up, connect to the lesson's topic, collect good features of a city	individual work	exercise book, pen	too time-consuming	
4'	<i>Sharing section:</i> Sharing the mind-maps with their pairs, in 2-minute turns	Listen to other ideas, collect more good features, practice speaking	pair work	exercise book, pen	too time-consuming, noise	
15'	<i>Illusions of the past:</i> Showing pictures of how the city of the future was depicted in the past, have a short group discussion of each picture	Provoke thoughts, cooperation, raise cultural awareness, have multi-perspective analysis, practice speaking	group work in 4 groups	inter-active board, laptop, ppt	students do not take the task seriously enough, noise, too time-consuming	

6'	<i>Sharing section:</i> Student groups share their opinions and remarks about the pictures (1 picture per group)	In short, 2-minute turns share their ideas about the pictures, provoke more thoughts and hear about different perspectives	group work shared with the whole class	inter-active board, laptop, ppt	students do not take the task seriously enough, noise	
12'	<i>Visions of the future:</i> Showing contemporary pictures of how the city of the future is imagined nowadays, have a short group discussion of each picture	Provoke thoughts, cooperation, raise cultural awareness, have multi-perspective analysis, practice speaking	group work in 4 groups	inter-active board, laptop, ppt	students do not take the task seriously enough, noise, too time-consuming	
6'	<i>Sharing section:</i> Student groups share their opinions and remarks about the pictures (1 picture per group) Teacher's remarks on the comments	In short, 2-minute turns share their ideas about the pictures, provoke more thoughts and hear about different perspectives	group work shared with the whole class	inter-active board, laptop, ppt	students do not take the task seriously enough, noise	
7'	<i>City origins:</i> With a learnapps	Raise cultural awareness,	individual work,	inter-active	problems with the	

	matching-exercise ⁴ students can learn about the naming of cities and discussing the answers	introduce the second part of the class	checking together	board, laptop, student laptops, learning-apps task	student laptops, not engaging enough, too time-consuming	
20'	<i>Naming our city:</i> (2') Students write down their suggestions on how to name the city of the future (4') Sharing and discussing their ideas with their pair, decide on one (4'-4') Sharing and discussing their ideas in groups of 4, decide on one, then in groups of 8 (6') The whole class debates about the name	Improve speaking and debating skills, raise humility, cooperation, train students to respect each other and their opinions, improve students' decision-making, practice election situations	individual, pair, and group work	exercise book, pen	students do not take the task seriously enough, noise, too time-consuming, getting offended because their suggestion was not chosen, disrespect	
5'	<i>Closing the lesson:</i> Asking for students' satisfaction with the name of their city and concluding the lesson	Train students to respect each other and their opinions and conclude the lesson	frontal and possible individual work	-	getting offended, disrespect, not having enough time for it	

⁴ <https://wordwall.net/resource/59395031/origins-of-great-cities>

Appendix E – Lesson Plan on Researching City Sections and Making Plans

Time	Description of the activity	Aim of the activity	Work form	Tools	Anticipated problems	Notes
3'	<i>Administration</i>	-	-	-	-	
8'	<i>Gallery walk:</i> Students create 4 mind-maps about how different functions can be represented in a city, they go from station to station	Warm students up, connect to the lesson's topic, revise city functions	individual work	pen, paper with the functions	too time-consuming	
4'	Discussing the mind-maps	Listen to other ideas, multi-perspective views	frontal classwork	mind-maps	too time-consuming, noise, students being uninterested	
25'	<i>Research:</i> Students receive cards with expressions on it, connecting to their chosen hexas. They research about these expressions, processes	Improve students research skills, critical thinking, digital literacy skills, provoke thoughts	individual work (some pairs)	cards, student laptops	problems with the students' laptops, not engaging enough, too time-consuming	
15'	<i>Sharing section:</i> Students share findings with the class, highlighting	Raise humility and empathy towards others, practice speaking	individual work shared with the	cards	students do not take the task seriously	

	the most interesting parts		whole class		enough, noise	
6'	<i>Preparing for cooperation:</i> Students map out which other hexas and functions they can have connections with	Provoke thoughts, cooperation, make students think in a system	individual work	exercise book, pen	students do not take the task seriously enough, too time-consuming	
6'	<i>Sharing section:</i> Students share their findings and opinions Teacher's remarks on the connections found	Provoke thoughts, cooperation, make students think in a system, raise humility	individual work shared for the whole class	exercise book, pen	students do not take the task seriously enough, noise	
10'	<i>Structuring the city:</i> With the inner connections in mind, students place their hexas onto the table creating connections with other hexas	Cooperation, make students think in a system, improve spatial awareness, practice speaking, decision-making	individual work, but the class works together	hexas, table	too time-consuming, students do not take the task seriously enough	
7'	<i>Sharing section:</i> Students share how they placed their hexas Teacher's remarks	Improve speaking skills, cooperation, raise humility	individual, pair, group work	hexas, table	students do not take the task seriously enough, noise, too	

					time-consuming	
5'	<i>Closing the lesson:</i> Asking for students' satisfaction with the places of their hexas within the city	Conclude the lesson	frontal work	-	not having enough time for it	

Appendix F – Picture Gallery

I wanted to share some pictures of the project. There are pictures of the city, the different work phases, the students' presentations, and the competitive exhibition as well. I uploaded them to a *Google Drive folder* to be accessible to anyone interested in our project.

Link to the folder: <https://shorturl.at/isMQR>

Appendix G – Website

I aimed to share the website that the students have created for *Los Novitas*. However, due to technical reasons, it is not available without using the secondary school's own email addresses. Therefore, I took screenshots of it and uploaded them into a *Google Drive folder*.

Link to the folder: <https://shorturl.at/tzBOZ>