

Enriching High School English Lessons with Global Citizenship Education Using Phenomenon-based Learning

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ABSTRACT

This study aimed to develop and validate the Grade 7 English lessons with GCED using phenomenon-based learning (PhenoBL). The local and global phenomena were used in the GCED integration in the lessons. Conducted in a public school in the Philippines during the school year 2019-2020 using the descriptive method and documentary analysis, this study specifically developed a curriculum guide for mainstreaming GCED in Grade 7 English, developed sample phenomenon-based GCED-enriched Grade 7 English lessons, and assessed and analyzed these sample lessons. Data gathering strategies included focus group discussion, a workshop on developing the lessons, collaborative critiquing of the lessons, assessing the lessons by validators, and analysis of the final lessons. A validated researcher-made rubric was used to assess the lessons in terms of appropriateness of GCED integration, relevance to the curriculum, flexibility of GCED integration, and significance of the theme, both the GCED integrated and the phenomenon or phenomena focused in the lesson. Findings indicate that the proposed curriculum guide for the mainstreaming of GCED in Grade 7 English lessons using a phenomenon-based learning approach is highly acceptable while the proposed phenomenon-based GCED-enriched Grade 7 lessons are very good instructional resources for teaching about and for global citizenship. The validators' feedback improved the phenomenon-based GCED-enriched Grade 7 English lessons. Critical themes and local and global phenomena covered in the lessons are helpful in emphasizing GCED. Recommendations to disseminate and utilize the validated phenomenon-based GCED-enriched lessons and conduct a study to determine the effectiveness of the lessons are forwarded.

KEYWORDS

controversial issues; curriculum enrichment; global citizenship education; high school english; phenomenon-based learning.

INTRODUCTION

Humanity is linked as never before to one another on every continent; socially and culturally through the media and telecommunication, through travel and migration, economically relations and systems of regulation (UNESCO, 2015A). This compellingly shows the interconnected and interdependent nature of the current world. And this world is also characterized by disruption, volatility, uncertainty, complexity, and diversity; thus, there is a need to highlight global citizenship education (GCED), one of the targets in the Sustainable Development Goal (SDG) 4 “ensure inclusive and equitable quality education and promote

lifelong learning opportunities for all” (UNESCO, 2015b). Global citizenship refers to a sense of belonging to a broader community and common humanity and emphasize political, economic, social and cultural interdependency and interconnectedness between the local, national, and global (UNESCO, 2014).

Global Citizenship highlights action and participation in societal affairs (Bercasio, R. R. O, 2022). Global citizens identify themselves as a part of an emerging world community and take or are willing to atake action to contribute to building this community’ values and practices (Israel, 2018). Oxfam (2007) describes global citizens as persons who are aware of the wider world and have a sense of their roles as citizens of the world, resoect, and value diversity, understand how the world work economically, politically, culturally, socially, technologically and environmentally, participate in and contribute to the community from local to global levels, are outraged by social injustice, are ready to take action to make the world a more (GCED) is a transformative educational approach that enables learners to become responsible global citizens to contribute to more inclusive, peaceful, and sustainable societies (APCEIU, 2020).

GCED integration requires a critical and progressive commitment towards human rights, peace, environmental sustainability, social justice, and economic equality, and a positive attitude towards diversity (Tarozzi & Inguaggiato, 2018) thus, using different global and local phenomena as context for learning can lead to authentic learning. The mainstreaming of GCED in the curriculum can be aptly done through PhenoBL. In Finland, phenomenon-based learning (PhenoBL) encompasses multiple pedagogical approaches, such as multidisciplinary learning modules, problem-based learning, cross-cultural teaching theme studies, explorative learning, constructivism, phenomenology, cooperative learning, and integrative teaching (Karlsson, 2017). In PhenoBL, student-centered learning is emphasized, and the teachers act as facilitators who create and implement learning tasks to help students create their own answers (Karlsson, 2017). Studying real-life phenomena and having students relate them to their personal lives and opinions significantly boosts their moral and interest in learning (Symeonidis, 2016) and allows them to comprehend the real meaning of the content in relation to their own lives, communities, and humanity as a whole (Karlsson, 2017). When the content of the lesson is connected to real life, the students are able to participate more actively in learning (Johnson, 2021).

In the Philippines, one public university with a laboratory school has no existing written or formal policies related to global citizenship education at the elementary, secondary, and college levels, and the integration in curriculum, curricular activities, and practices of teachers is noted as implicit and informal (Bercasio & Perez, 2020). Recently, this institution enriched its basic education curriculum, including GCED (Bicol University, 2021). However, there remains a dearth of instructional resources on GCED in this university and the entire region. Moreover, the need for GCED-enriched instructional resources is essential because some teachers have ambiguous or assimilationist conceptions of citizenship education, and others based it on ethics and interculturalism for an inclusive concept of citizenship (Dusi, Steinbach & Messetti, 2012) or lack awareness, knowledge or competence on GCED (Bercasio & Perez, 2020) as a flexible paradigm to promote meaningful and reality-based learning. Teachers should incorporate global citizenship so the students become culturally sensitive and aware of global issues (Andrews & Aydin, 2020). Relatedly, Johnson (2021) recommends conducting more research on implementing PhenoBL pedagogy, such as examining a classroom that utilizes PhenoBL and a traditional approach.

The significance of GCED and the advantages of PhenoBL in promoting authentic learning amidst a highly interconnected and interdependent world are crucial considerations

in engaging in academic innovations. Similarly, the existing need for GCED instructional materials in the setting of the study, together with the gap in GCED mainstreaming in the basic education curriculum, using PhenoBL at the classroom level in Grade 7 English in the Philippines as well as the development of GCED-enriched Grade 7 English lessons provide an impetus for this study on enriching the Grade 7 English curriculum with GCED using PhenoBL.

This paper deals with developing and validating GCED-enriched Grade 7 lessons using phenomenon-based learning as the major teaching-learning approach. The research objectives covered by this paper are as follows: (1) Identify phenomena and learning tasks suggested for GCED-enriched Grade 7 English lessons; (2) Develop a curriculum guide that mainstreams GCED in Grade 7 English lessons using phenomenon-based learning; (3) Assess GCED-enriched lessons in Grade 7 English using a phenomenon-based learning approach; (4) Identify the validators' feedback on the GCED-enriched Grade 7 lessons; and (5) Identify the themes in the GCED-enriched lessons.

RESEARCH METHODS

This study used a descriptive method of research. It specifically used documentary analysis of the phenomenon-based GCED-enriched Grade 7 lessons. The study was conducted in a public school in the Philippines during the school year 2019-2020. Data gathering strategies included focus group discussion on determining suggested phenomena and learning tasks for the GCED-enriched lessons, a workshop on developing the lessons, collaborative critiquing, assessment by validators, and analysis of the final lessons. A validated researcher-made rubric was used to assess the lessons in terms of appropriateness of GCED integration, relevance to the curriculum, flexibility of GCED integration, and significance of the theme, both the GCED integrated and the phenomenon or phenomena focused in the lesson.

The data sources included proceedings of the focus group discussion, workshop output which was a curriculum guide, the results of the assessment of the lessons using an analytic rubric with a three-point scale to assess the lessons, results of the thematic analysis, and critiquing of the lessons. The validators were selected based on the following criteria: expertise in education, background in global citizenship education, academic experience as cooperating teacher or in handling professional education courses in Teacher Education, background in instructional materials development and validation, and academic experience in handling English courses.

The phenomenon-based GCED-enriched lessons contain the following parts: Target Learners, Time Allotment, Subject Matter, Targeted Skills, Value/s, GCED Concepts/Principles, Local and Global Phenomenon, References/Sources, Learning Outcomes, Materials Needed, Equipment and Supplies Needed, and Procedure (Present, Explore, Recall, Relate, Reflect, and Create). Competencies for the lessons were lifted from the K12 Curriculum Guide of the Department of Education in the Philippines.

The ranking was used to interpret the suggested phenomena and learning tasks for the GCED-enriched English lessons. Weighted mean was used to compute the results of the assessment. Data analysis was done through analysis of the different parts of the lessons regarding the GCED integration and phenomenon or phenomena. Thematic analysis was used to identify the themes related to GCED covered in the lessons.

RESULTS AND DISCUSSION

Phenomena and Learning Tasks Suggested for GCED-Enriched Grade 7 English Lessons by Teachers

Mainstreaming GCED is essential so the students will possess the abilities, skills, and knowledge needed to tackle sustainability and moral issues of the future (Glover et al., 2012). Guided by an integrative approach, the Grade 7 English lessons will be enriched by integrating GCED competencies and topics taken from the UNESCO GCED framework using PhenoBL. In this study, PhenoBL refers to using current global and local phenomena as context for the GCED integration in the lesson. The teachers suggested these phenomena considering current affairs known through television and the internet.

Table 1. Suggested Phenomena and Learning Tasks for the GCED-Enriched Grade 7 English Lessons by the Teachers (N=25)

Suggested Phenomena for the Grade 7 English Lessons	f	Rank
Waste Management	24	1
Pollution	22	3
Children’s Abuse	21	4.5
Discrimination	19	7
Corruption	21	4.5
Criminalities	20	6
Pro-poor Policies and Programs	18	9
Spread of Diseases	18	9
Human rights violation	23	2
Terrorism	18	9

The phenomena suggested by the most number of teachers are waste management (24), human rights violation (23), pollution (22), child abuse (21), and corruption (21) (Table 1). These phenomena are critical issues happening in the country and even globally. According to Tarozzi & Inguaggiato (2018), GCED integration requires a critical and progressive commitment to human rights, peace, environmental sustainability, social justice, economic equality, and a positive attitude towards diversity. The results imply that the suggested phenomena for the GCED-enriched lessons are appropriate for teaching the GCED competencies and topics. At the high school level, young learners may find the world challenging to handle on a personal and global level and should not be sheltered from controversial issues because they need to clarify their emotions and values and learn to think for themselves (Oxfam, 2018). Thus, teaching them global citizenship using critical phenomena or controversial issues will help clarify their emotions, values, and independent thinking. Different social issues captured by these phenomena, such as environmental issues and concerns like waste management and pollution, may be spontaneously integrated in the lessons with the English Language, communication, and literature (Bercasio, 2022). Embedding global citizenship in the lessons can develop students’ awareness of global issues (Andrews & Aydin, 2020) and their potential to comprehend, analyze and solve local and global issues (Bosnio, 2022). Thus, using PhenoBL for the GCED-enriched Grade 7 English lessons is in order.

The type of learning tasks is crucial for attaining learning targets and the extent of student engagement. The teachers suggested different student-centered learning tasks for the GCED-enriched Grade 7 English lessons, such as group discussion (25), writing a reflection paper (23), conducting an interview (22), viewing a video (17), and use of multimedia

presentations (16) (Table 2). The suggested learning tasks cover speaking, writing, and viewing through both reading and listening are implied. These are either done individually or by group, or with the use of ICT or not. Using various learning tasks ensures that students encounter varied learning experiences, thus addressing the students' different learning styles and modalities. These learning tasks are implemented using relevant instructional materials, which are helpful for students to perform better and higher than those taught without instructional materials (Adalikwu & Iorkpilgh, 2013). Learning tasks that are learner-centered and promote active learning are crucial for effective and meaningful learning about and for global citizenship. Studies show that active learning is perceived as beneficial to learning by students (Patrick, Howell, & Wischusen, 2016), increases self-efficacy (Stump, Husman, & Corby, 2014), improves student retention and learning (Chi & Wylie, 2014), and improve student performance or learning outcomes (Freeman et al., 2014; Connel, Donovan & Chambers, 2016).

Table 2. Suggested Learning Tasks for the GCED-Enriched Grade 7 English Lessons by the Teachers (N=25)

Suggested Learning Tasks for the Grade 7 English Lessons	f	Rank
Group discussion	25	1
Writing reflection	23	2
Games-based activities	14	7.5
Conducting survey	15	6
Multimedia presentations	16	5
Panel discussions	13	9
Community service	14	7.5
Conducting interview	22	3
Video viewing	17	4

These learning tasks also serve as formative assessment tasks. According to UNESCO (2108b), formative assessment is a relevant and consistent assessment model for GCED in these learning tasks, which are also assessment tasks, GCED through PhenoBL. Through these learning tasks, the students are provided with a meaningful context for deeply processing the phenomena and making the local-global connections to imbibe GCED competencies comprehensively. In brief, these tasks allow students to realize and reflect as they become identified with being part of an emerging world community (Israel, 2018), aware of the wider world, and have a sense of their own roles as citizens of the world (Oxfam (2007).

Curriculum Guide for Mainstreaming GCED in Grade 7 English using PhenoBL

The Curriculum Guide for Mainstreaming GCED in Grade 7 English lessons using PhenoBL is a product of collaborative work that underwent two phases of critiquing. Among the salient suggestions include: specifying the GCED competencies and topics using the UNESCO GCED framework, using PhenoBL in the GCED integration, specifying the phenomenon to be used in the GCED integration, stating the materials to be used, stating the strategy to be used, and indicating how learning will be measured.

Of the ten lessons, it can be noted that subject matters in Grade 7 English can be integrated with GCED competencies and topic/s (UNESCO, 2015a) either from one domain only, cognitive, social-emotional, or behavioral or a combination from at least two dimensions (Table 3). It is further discernible that integrating GCED in the Grade 7 English

lessons does not compromise the required competencies for the lesson based on the approved K to 12 Basic Education curriculum in the Philippines. Incorporating global citizenship in the lessons allows students to become culturally sensitive and aware of global issues (Andrews & Aydin, 2020) and fosters students to comprehend, analyze and potentially solve local and global issues (Bosnio, 2022). Therefore, using local and global phenomena can help in the GCED integration. The different phenomena which were easily accessible through the mass media can be used as a relevant springboard for the teaching of global citizenship. The lessons highlight the local-global connection, an essential feature in GCED, by including both local and global phenomena. In this manner, the students will be able to see the local phenomena as part of the global phenomena or as global phenomena affecting directly or indirectly all citizens.

Table 3. GCED competencies and topics, learning outcomes, and phenomena for the grade 7 English included in the curriculum guide

Subject-matter	GCED Competencies and Topics	Learning Outcomes	Phenomena Used in the GCED Integration
Sentences and non-sentences	C1 -Develop skills for critical thinking analysis SE1 - Experience a sense of belonging to a common humanity, sharing values and responsibilities based on human rights SE02 -Different Communities people belong to and how these are connected	<ol style="list-style-type: none"> 1. Define sentence and sentence fragment 2. Write effectively by constructing complete sentences on discussing issues on corruption 3. Express one’s social responsibility by writing an open letter to the government suggesting how to improve its performance in serving the public 	Corruption Accusing Gordon and Buhari of corruption
Elements of Fiction	BE1 -Act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world B08 -Ethically responsible behavior B09 -Getting engaged and taking action	<ol style="list-style-type: none"> 1. Discuss elements of fiction 2. Identify solutions that can help people experiencing poverty create a sustain-able livelihood 3. Develop a communal commitment to improving quality of life by envisio-ning a sustainable livelihood for the poor 	Pro-poor Policies and Programs in PH Food for people experiencing poverty in Myanmar
Subject and Verb Agreement	BE2 -Develop motivation and willingness to take necessary actions BE07 -Actions that can be taken collectively	<ol style="list-style-type: none"> 1. Define verbs 2. Discuss rules on SV Agreement 3. Write sentences using verbs 4. Create flyers to raise prevention awareness 	Spread of Diseases Measles Outbreak in 2019 in PH

		on a communicable and deadly disease	
Appropriate expressions in common situations In seeking clarifications	SE2- Show deep attitudes of empathy, solidarity and respect for differences and diversity SE03- Difference and respect for diversity	<ol style="list-style-type: none"> 1. Enumerate examples of polite expressions 2. Use appropriate expressions in speaking exercises 3. Write a poem using polite expressions in asking apology from someone 	Criminalities Killings as a result of heated arguments across countries
Identifying Sentence Patterns	SE2- Show deep attitudes of empathy, solidarity and respect for differences and diversity SE04- Different levels of identity	<ol style="list-style-type: none"> 1. Enumerate Sentence patterns 2. Identify the pattern used in each sentence 3. Write sample sentences using the different sentences patterns in advocating equality among people 	Discrimination (Bullying, cyberbullying)
Verbs	C2- Develop skills for critical thinking and analysis C02- Issues affecting interaction and connectedness of communities as local, national and global issues.	<ol style="list-style-type: none"> 1. Define conflict and theme 2. Identify and discuss the conflict and the theme in the material viewed 3. Compose songs on unity using verbs 	Experiencing terrorism on a plane in the UK Terrorism in Mindanao
Scanning and Skimming	SE1 - Experience a sense of belonging to a common humanity, sharing values and responsibilities based on human rights SE05- Different Communities people belong to and how these are connected	<ol style="list-style-type: none"> 1. Define key ideas 2. Determine the key ideas presented in a video or text read 3. Identify major ideas and information on raising awareness on the rights of each citizen thru making an information ad 	Human rights violation (Extrajudicial killings in the Philippines)
Performing dialogues, drama, and mock interview	C1- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations C03- Underlying assumptions and power dynamics	<ol style="list-style-type: none"> 1. Develop a sense of unity and initiative thru participating in classroom activities/presentations such as drama, dialogues, and mock interview 2. Discuss the effects of fake news on the public 3. Identify authentic from fake news 	The proliferation of Fake News in the Philippines and Thailand

		4. Develop social responsibility by presenting a stage performance on sharing valid news/information in the community	
Interpret pictographs	SE2- Show deep attitudes of empathy, solidarity and respect for differences and diversity SE06- Difference and respect for diversity	1. Define pictographs 2. Use pictographs in presenting data/facts on issues concerning gender and development 3. Respect diversity and accept people’s varied cultural orientations by making an informal survey on the number of students who respect the LGBT group	GAD The case against Women, Children and Transgender in the PH and Kenya
Making predictions	C1-Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations. C01-LOCAL, national and global systems and structures	1. Organize details/events presented in the text read 2. Give appropriate predictions to the article/text 3. Develop environmental awareness by illustrating possible scenarios of the effects of air pollution	Air Pollution in India Effects of Air Pollution in PH

In the case of Ageo Higashi Junior High School from Japan, GCED learning is designed with the learning content that ranges from localized issues such as town and school planning through global scale issues such as the global conflicts, environment, refugees, and Sustainable Development Goals (SDGs) in the school’s Integrated Studies (APCEIU, 2020). In one Indian school, the curriculum had elements of both GCED and Education for Sustainable Development (ESD) embedded in them, highlighting environmental and social issues as a way of teaching about challenges related to People and Planet (APCEIU, 2020). These phenomena are issues of critical importance locally and globally. Therefore, these controversial issues provide valuable educational opportunities where values and ideas can be explored in a safe place, and examining and exploring how the views of oneself and others are formed and changed can be supported (Oxfam, 2018).

The phenomenon-based GCED-enriched lessons use different articles dealing with critical issues, strategies, and learning tasks, and the corresponding learning output or performances as evidence of learning (Table 4). With relevant instructional materials capturing the selected phenomena, the students are assisted in performing better and higher than those taught without instructional materials (Adalikwu & Iorkpilgh, 2013). The different strategies and learning tasks encourage active learning, which leads to favorable learning, such as improved student retention and learning (Chi & Wylie, 2014) and improved student performance or learning outcomes (Freeman et al., 2014; Connel, Donovan & Chambers, 2016) or increasing self-efficacy (Stump, Husman, & Corby, 2014). Both the

learning tasks and the learning output or performance required will allow the students to reflect on their becoming identified with being part of an emerging world community (Israel, 2012), become aware of the wider world, and have a sense of their own roles as citizens of the world (Oxfam (2007), clarify their emotions and values and learn to think for themselves (Oxfam, 2018), and consequently enables learners to become responsible global citizens to contribute to more inclusive, peaceful and sustainable societies (APCEIU, 2020).

Table 4. Instructional materials, strategies, and capstone learning task on GCED in the phenomenon-based GCED-enriched grade 7 English lessons

Subject-matter	IM for GCED Integration(tool)	Strategies/Learning Task/s on GCED	Evidence of Learning on GCED
Sentences and non-sentences	Nigeria’s Election Brings Dual Crises Back to the Polls: Corruption and Boko Haram (Nytimes.com) Mission Impossible (ABS –CBN recorded TV program) (Trillanes threatens to expose Gordon’s Activities- Article)	Video Presentation on Mission Impossible “Awareness on Quality of Public Service”: A Group Discussion Text Reading	A one-page open letter to the government on improving the quality of public service
Elements of Fiction	Is the 4Ps a mendicancy program? (inquirer.net) Myanmar Receives \$400 Million to Support Poor Rural Communities (Article)	Text Reading Socialized Recitation	Photo essay on improving quality of life in one’s community
Subject and Verb Agreement	DOH raises ‘red flag’ as Bicol measles cases soar (Article – Inquirer) Nearly 300 quarantined in measles scare at Los Angeles Universities	Article Analysis Board Work Writing Exercises “Talking Personal Experiences about the Disease”: A Group discussion	Making Flyers on Health Campaigns against Measles
Appropriate expressions in common situations In seeking clarifications	Three dead as two former friends’ feud leads to shooting incident in Sambag 1 (Article – Inquirer.com) Palm Bay stabbing death resulted from argument over groceries (Florida-USA)	PPT Viewing “Checking Community Safety”: A Group Discussion Group Work	Poem on using polite expressions

Identifying Sentence Patterns	<p>English police investigating reports of Syrian refugee student being bullied by students (globalnews.com)</p> <p>“Just Let Us Be” (Discrimination Against LGBT students in the PH- www.hrg.org)</p>	<p>Video Viewing</p> <p>Board Work on sentence samples</p> <p>Sentence/Paragraph Writing</p>	<p>A 2- line slogan against School Bullying</p>
Verbs	<p>“What should you do if your plane is hijacked?” By Harriet Mallinson</p> <p>Terrorism Battle of Marawi, Army Special Forces by: Rappler</p>	<p>Film Viewing</p> <p>Discussion</p> <p>Socialized Recitation</p>	<p>Songs on unity written by students</p> <p>Singing of composed songs (video recorded)</p>
Scanning and Skimming	<p>The Four Freedom</p> <p>German Isis Supporter bought 5-year old Yazidi girl as slave</p> <p>Policemen guilty in Kian delos Santos killing</p>	<p>Article Reading</p> <p>Silent Reading</p> <p>“Self-Check on One’s Knowledge of Human Rights”: A Group Discussion</p>	<p>Information ad on human rights awareness</p>
Performing dialogues, drama, and mock interview	<p>“Mananabas” post in Facebook, a hoax- Pangasinan PNP (pia.gov.ph)</p> <p>Fact Check: Image of Child Organ Trafficking Victims in Thailand (Fake News Buster: Containe with kids found by police— bangaloremirror.indiatimes.com)</p>	<p>Visual prompting</p> <p>Text Analysis</p> <p>Discussion</p>	<p>A 3-minute role play on how students can be responsible social media users in disseminating public information (Video recorded)</p>
Interpret pictographs	<p>Cases of Abused Children at Home</p> <p>Report on National Demographic and Health Survey 2013</p>	<p>Visual prompting</p> <p>Reading graphics and texts</p> <p>Discussion/work presentation</p>	<p>Pictographs presented showing the number of students who support the gender sensitivity advocacy campaign</p>
Making predictions	<p>Severe air pollution in Delhi, India, declared public health emergency (abcnews.go.com)</p> <p>Air pollution death 3rd highest in PH (rappler.com)</p>	<p>Video Viewing</p> <p>Making graphic organizer</p> <p>Work presentation</p>	<p>Posters on the effects of air pollution on human survival</p>

Assessment of Phenomena-based GCED-enriched Grade 7 English Lessons

The Grade 7 English lessons were designed using the PERC learning model, which consists of the following phases: present, engage, explore, recall, relate, reflect, and create/collaborate (Bercasio, 2022). Ten GCED-enriched lessons were developed using the teachers' suggested phenomena and learning tasks. Six lessons deal with the subject matters in language or grammar, while four lessons deal with reading or literature. Similar to the case of South Korea, where the GCED is linked to the units of the national curriculum dealing with its related topics (APCEIU, 2020), these lessons deal with topics taken from the national curriculum for Grade 7 English. Results reveal that GCED can be integrated in two to seven lesson parts (Table 5). The explicit and deep integration of GCED featuring relevant local and global phenomena emphasizes teaching *about* and *for* global citizenship. Therefore, it can be expected that GCED learning will not be superficial or insignificant and incidental because this is reinforced in the other parts of the lesson.

Table 5. GCED integration in grade 7 English lessons

Subject-matter	Parts of the Lesson with GCED Integration	Number of Parts of the Less with GCED Integration
Sentences and non-sentences	Relate, Reflect, and Create	3
Elements of Fiction	Present, Relate, Reflect, and Create	4
Subject and Verb Agreement	Present, Engage, Relate, Reflect, and Create	5
Appropriate expressions in common situations In seeking clarifications	Engage, Explore, Relate, Reflect, and Create	5
Identifying Sentence Patterns	Present, Explore, Relate, Reflect, and Create	5
Verbs	Explore (Application) and Create (Assessment)	2
Scanning and Skimming	Present, Engage, Explore, Relate, and Create	5
Performing dialogues, drama, and mock interview	Present, Engage, Explore, Recall, Relate, Reflect, and Create	7
Interpret pictographs	Present, Engage, Explore, Relate, Reflect, and Create	7
Making predictions	Present, Explore, Relate, Reflect, and Create	5

Results reveal that all ten sample Grade 7 English lessons were assessed as very good in the five criteria (Table 6). The GCED integration was noted as appropriate and did not compromise the required competencies for the lessons. The GCED integration was assessed as relevant to the curriculum and was found to enrich the curriculum without overlooking the minimum requirements of the K to 12 curriculum. The flexibility for integration was noted in whether the lesson focused on language or grammar, literature, and reading. The finding implies that English is an enabling subject in which GCED competencies or topics can be easily yet spontaneously interspersed. The GCED integration can be done in the different parts of the lesson such as motivation, discussion part, relate part, generalization, and even assessment. The GCED integration was noted as significant because it focused on one or more GCED competencies, which can lead to learning any of the core notions of GCED such as respect for diversity, solidarity, and a shared sense of humanity (UNESCO,

2018). The different phenomena consisting of both global and local phenomena considered the suggestions of the teachers in the schools as well as the current events when the study was conducted. Thus, the significance of the phenomena focused on is evident since these were the critical social issues affecting the people locally and globally.

Table 6. Assessment of the Phenomenon-based English Lessons Integrated with GCE

Lessons	Criteria					Overall	Interpretation
	1	2	3	4	5		
1	3.0	2.66	3.0	3.0	3.0	2.93	Very Good
2	3.0	3.0	2.33	3.0	3.0	2.87	Very Good
3	3.0	3.0	2.66	3.0	3.0	2.93	Very Good
4	2.66	3.0	3.0	3.0	3.0	2.93	Very Good
5	3.0	3.0	2.33	3.0	3.0	2.87	Very Good
6	3.0	3.0	3.0	3.0	3.0	3.00	Very Good
7	3.0	3.0	3.0	3.0	3.0	3.00	Very Good
8	3.0	3.0	2.66	3.0	3.0	2.93	Very Good
9	3.0	3.0	2.66	3.0	3.0	2.93	Very Good
10	3.0	2.33	2.0	3.0	3.0	2.67	Very Good
Overall						2.91	Very Good

Legend: 1- Appropriateness of integration; 2 – Relevance to the curriculum; 3 -Flexibility of integration; 4 – Significance of the GCED integration; and 5 - Significance of the phenomenon focused. Rating: 1-Poor; 2-Good; and 3-Very Good

Though GCED may be offered as a separate subject, the optimal approach is to infuse or integrate GCED across existing subject areas at all levels (UNESCO, 2018). These phenomenon-based Grade 7 English lessons infused with GCED competencies and topics using the PERC learning model and 4As instructional model emphasize students' active participation through learning tasks and formative assessment tasks. According to OECD (2018), the different learning and assessment tasks can provide opportunities for students to critically examine global developments that are important to the world as their own lives. Lessons like these which integrate GCED using PhenoBL, can help in addressing the need of the children and youth to form values and gain 21st-century skills beyond literacy and numeracy that would help them to succeed as citizens of the world, such as environmental awareness, collaborative problem-solving, ICT, digital skills, social responsibility, and others (UNESCO Institute for Statistics & Center for Universal Education at Brookings, 2013). Given the favorable assessment of the sample lessons, it is evident that these instructional resources and similar ones have the great potential to promote GCED competencies, capacities, and skills that have been identified as 21st-century competencies under three domains such as interpersonal, intrapersonal, and cognitive (Russell, 2016). Even though the whole-school approach promoting GCED is more effective than isolated efforts, having these validated sample phenomenon-based GCED-enriched Grade 7 lessons serves as a good and tangible start to mainstream GCED in the curriculum. These materials can orient the teachers on the GCED as transformative education, thus addressing one of the barriers to GCED on teachers' lack of capacity (UNESCO, 2018b). With locally developed GCED instructional resources, the teachers are guided on how they can integrate GCED into the curriculum and teaching practices (UNESCO, 2018b) and are encouraged to develop and create their own lesson plans and activities using the exemplars as guides and references (UNESCO, 2018b).

With PhenoBL as an important feature of the lessons, the learners are then given the opportunity to study real-life phenomena, both global and local, and relate them to their

personal lives, which can boost their moral and interest in learning (Symeonidis, 2016), encourage active participation in learning (Johnson, 2021), and promote comprehension of the real meaning of the content in relation to their own lives, communities, and humanity as a whole (Karlsson, 2017). These lessons are, therefore, practical and relevant instructional resources that can help promote authentic and meaningful learning toward the development of GCED competencies, capacities, and skills.

Validators' Feedback on the Proposed Phenomenon-based GCED-Enriched Grade 7 English Lessons

Table 7 summarizes validators' salient feedback on the phenomenon-based GCED-enriched Grade 7 English lessons, grouped as those dealing with PhenoBL, GCED, lesson design, and format. In all the proposed lessons, the validators noted that the selected phenomenon or phenomena are relevant and currently occurring, while for a few lessons (3), it was suggested to specify further the phenomenon considering the scope of the lesson and the time frame. The salient feedback on GCED includes the appropriate GCED integration in multiple parts of the lesson that specifically address GCED competencies, values, or principles. Validators also noted that the GCED integration is essential or relevant to the curriculum, specifically the English curriculum, and that there is a suitable blending of GCED integration to the subject matter or topic. With regards to the lesson design, validators noted that the GCED-enriched lessons are suitable to the target learners, can be easily adopted or modified depending on the contexts and needs of the learners, and have an alignment of the parts of the lesson and the GCED integration. The suggestion on the format pertains to citing references used in the lessons and using the correct format for citing.

Table 7. Validators' Feedback on the proposed phenomenon-based GCED-enriched Grade 7 English lessons

Area	Specific Comments and Suggestions
Phenomenon-based Learning	Relevant and currently occurring phenomena
	Specify the phenomenon
Global Citizenship Education	GCED integration in multiple parts of the lesson
	Specifically address GCED competencies, values or principles
	Appropriate GCED integration
	The GCED integration is important or relevant to the course
	Suitable blending of GCED to the subject matter and tasks
	GCED integration in multiple parts of the lesson
Lesson design	The Lesson with integration is suitable for learners
	The lesson can be easily adopted or modified
	Alignment of the parts of lessons and the integration
Format	Specify the references use
	Use the correct format for citing the references

Themes related to GCED in the Phenomenon-based GCED-enriched Grade 7 English Lessons

The proposed phenomenon-based GCED-enriched Grade 7 English lessons tackle different global and local phenomena that focus on five themes, namely, Government and Social Issues, Identity and Diversity, Peace and Conflict, Gender and Development, and Environmental Issues (Table 8). These themes are addressed using varied learning tasks that actively engage the learners in individual or group tasks. The analysis of the lessons reveals that the Grade 7 English lessons can be spontaneously integrated with phenomena to which

the learners can relate. Likewise, these phenomena make embedding global citizenship education easy, meaningful, and relevant.

The identified themes reveal that Grade 7 English lessons can be aptly and spontaneously infused with GCED. These themes are significant because they affect the life and welfare of people as individuals and as members of society. While these themes are not new, tackling this with the mindfulness of GCED principles, values, and core notions, highlights that every citizen has the power and the responsibility to contribute to societal progress. The phenomena covered by the lessons capture these themes related to GCED. These local and global phenomena are useful in teaching *about* and *for* global citizenship because GCED needs critical and progressive commitment toward human rights, peace, environmental sustainability, social justice, economic equality, and a positive attitude towards diversity (Tarozzi & Inguaggiato, 2018). The learners will gain knowledge about current events or critical local and global phenomena which, when viewed through critical and analytical lenses, would expose the unjust/just and unfavorable/favorable outcomes and activities (Andrews & Aydin, 2020). Examining issues of local, global and cultural significance is part of the PISA global competence framework. People who acquire a mature level of development in examining issues of local, global and cultural significance use higher-order thinking skills, such as selecting and weighing appropriate evidence to reason about global developments (OECD, n.d.).

Table 8. Themes and phenomena discernible in the phenomenon-based GCED-enriched grade 7 English lessons and capstone learning tasks

Themes Related to GCED	Phenomena Covered by the Lesson	Capstone Learning Tasks
Government and Social Issues	Corruption Criminalities Pro-poor Policies and Programs Spread of Diseases	Open letter to the government, Photoessay on Livelihood, Flyers on measles prevention, role-playing on being responsible in the social media use
Identity and Diversity	Discrimination	Slogan against bullying
Peace and Conflict	Human rights violation Terrorism	Poem on peace, a song presentation on being united, Information ad on human rights awareness
Gender and Development	Children's Abuse	Pictograph on gender sensitivity
Environmental Issues	Waste Management Pollution	Poster on promoting responsible environmental behaviors

Discussing these themes and phenomena at the high school level or during adolescence is a crucial time to develop citizenship competencies before entering adulthood. UNICEF (2018) argues that adolescence is a defining time in a child's development and a critical period for individual identity development when young people figure out who they want to be in the world, an opportunity for growth, exploration, and creativity. It is then essential that adolescent learners like high schoolers participate in meaningful and engaging learning experiences covering these themes and phenomena under the expert facilitation of a teacher. The discussions of themes related to GCED and of critical local and global phenomena provide meaningful learning experiences that can help instill among the high schoolers the core notions of GCED, such as respect for diversity, solidarity, and a shared sense of humanity (UNESCO, 2018b), and therefore develop them as global citizens.

The assessment tasks covered by the lesson provide the learners to demonstrate their acquired knowledge, skills, and attitudes in one or all of the three domains, which are cognitive, socio-emotional, and behavioral. Simultaneously, these also allow the teachers to monitor the attainment of the intended learning target. Results imply that the different assessment tasks address themes closely related to global citizenship education. Similarly, these are aligned with the desired outcomes for GCED and relevant to the school context, as APCEIU (2020) suggested. These assessment tasks are also noted as appropriate and engaging. UNESCO (2108b) posits that formative assessment is a relevant and consistent assessment model for GCED. In the sample formative assessment tasks, PhenoBL learning also occurs; thus, the learners have the opportunity to discuss deeply current local and global phenomena and to make the local-global connection. These assessment tasks can help learners to become identified with being part of an emerging world community and take actions that contribute to building this community's values and practices (Israel, 2018), and become aware of the wider world and has a sense of their roles as citizens of the world (Oxfam, 2007).

CONCLUSION

This study aimed to enrich the Grade 7 English lessons with GCED using PhenoBL. It specifically developed a curriculum guide for mainstreaming GCED in Grade 7 English, developed sample phenomenon-based GCED-enriched Grade 7 English lessons, and assessed and analyzed these sample lessons. The salient findings indicate that the proposed curriculum guide for mainstreaming GCED in Grade 7 English lessons using a phenomenon-based learning approach is highly acceptable. Similarly, the proposed phenomenon-based GCED-enriched Grade 7 lessons are very good instructional resources for teaching global citizenship education and are, therefore, ready for implementation. The juror validation yielded significant feedback that improved the phenomenon-based GCED-enriched Grade 7 English lessons. Critical themes covered in the lessons help emphasize GCED. We highly recommend implementing the phenomenon-based GCED-enriched lessons in the school and disseminating these sample GCED-enriched lessons to other schools. We also suggest conducting a study to determine the lessons' effectiveness, developing phenomenon-based GCED-enriched lessons in English in different grade levels or other subjects, and exploring PhenoBL further.

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