Teacher development to mediate global citizenship in English-medium education contexts

Jennifer Valcke, Nashwa Nashaat-Sobhy,
Davinia Sánchez-García, and Julie Walaszczyk
Karolinska Institutet | Universitat Politècnica de València | Universidad Complutense de Madrid | Université de Mons

This paper reviews how higher education should rethink the Continuous Professional Development (CPD) of their teaching staff, so that English-Medium Education (EME) is integrated in addressing issues of sustainability (solving problems that threaten humanity and the quality of life). Four focal points are selected: promoting inclusive and equitable quality education; shifting to a transdisciplinary approach; dialogic teaching and learning; and digitalising EME practices. The paper, which draws on research findings, presents an overview of the current contexts of teacher training for EME in Europe, with specific examples of available best practices. This is followed by a vision for future directions to link internationalisation of education and EME to the Sustainable Development Goals (SDGs) with a focus on educational development fit for global engagement. The current importance of training EME lecturers for teaching in English is acknowledged, but it is stressed that professional development must evolve to include emerging global teaching and learning competences. The last section is dedicated to practical recommendations for all EME community members.

Keywords: English-Medium Education (EME), Global Citizenship Education (GCE), Continuous Professional Development (CPD), Sustainable Development Goals (SDGs)

Introduction

European universities, together with other sectors, share the responsibility of equipping students with qualifications for an internationalized context (Lisbon

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European Council, 2000) to build not only knowledge networks but also create social cohesion, regionally, nationally, and internationally (Jorgenson & Shultz, 2012). The need for a common discourse medium to achieve these goals has led to a dramatic increase in the number of degree programmes where English is the Medium of Education (EME),[1] becoming the lingua franca that supports the flow of communication for disciplinary purposes and multiculturalism in university settings (Dafouz-Milne & Smit, 2019). Concurrently, the calls for transformative learning in the face of global challenges (UNESCO, 2017) through the Sustainable Development Goals (SDGs) (United Nations, 2015) seem to be progressively, though slowly, shifting the attention at the tertiary level from the internationalisation of education *per se* (i.e., the unification of eligibility criteria for higher education, curricula, languages of instruction) to addressing sustainable development. The SDGs are composed of 17 goals that aim to improve different aspects of the lives of coming generations, borne from a perspective of equity, inclusion and sustainability. More specifically, the intention behind the fourth Sustainable Development Goal (SDG 4) is to enforce equitable access to quality education, to eradicate discrimination by race, ethnicity, and gender, and to provide equal opportunity for the realization of human potential. SDG 4 also advocates global citizenship as a connective tie that brings individuals together (including students and teachers) as members of the "global human community" (Cabrera, 2010, p. 13).

Global citizenship has multiple dimensions, but it generally refers to the engagement in supranational issues for more inclusive, secure and sustainable societies (UNESCO, 2015), and Global Citizenship Education (GCE) is the process of empowering learners of all ages to enact that engagement. It is important at this point to take an inventory of parallel terms with which global citizenship is alternated, especially prior to the publication of the SDG framework; among others, these include: "intercultural citizenship" (Wagner & Byram, 2017) "cosmopolitanism" (Oxley & Morris, 2013), "global mindedness" (de Oliveira Andreotti et al., 2014), "global citizenry" (François, 2017), and "global engagement" (Båge et al., 2020).

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1. Contending with the need for an overarching conceptualisation that is both inclusive and equitable, we recommend the recently introduced ROAD-MAPPING framework for English Medium Education in Multilingual University Settings (EMEMUS, hereafter EME) by Dafouz and Smit (2019). Drawing on current research and examples from a variety of settings, EME makes a strong case for the dynamic and diverse nature of university contexts both as a methodological tool for researching educational practices and as an analytical guide for examining policies and the continuous professional development of teaching staff. EME thus shifts away from a narrow, monolingual perspective of English-Medium Instruction (EMI), to an organic view encompassing multilingualism, multiculturalism and interdisciplinarity.

The relevance and ability of university teaching and learning to attend to these constructs and face global challenges is being questioned (François, 2017). For instance, "how well are education systems preparing young people to navigate a globalised world" (Hughes, 2021) highlights the timeliness to review examples of Continuous Professional Development (CPD) that address global citizenship. In fact, the rapid expansion of EME creates greater urgency for raising teacher awareness around the relevance of teaching and learning in higher education so they in turn pass it on to their students – developing these global skills should not be left to incidental accomplishment. This is observable in the current EME ecology where language competence in English alone is proving insufficient for effective teaching and learning (Kling, 2016; Lasagabaster, this issue; Sánchez-García, 2020). The same is true for intercultural citizenship, which does not simply happen due to exposure to cultural diversity (Lauridsen, 2020). Students left to their own devices are not likely to develop a sense for intercultural citizenship and fostering global citizenship in higher education requires restructuring the curriculum to direct it towards problem-solving with current and future global concerns in mind (Gregersen-Hermans, 2017).

Despite all the theorising and conceptualising around global citizenship (Caruana, 2012; Rhoads & Szelényi, 2011; Torres, 2015), including valid criticisms surrounding the concept (Balarin, 2011; Jooste & Heleta, 2016), there is little mention of language issues in the literature, nor, consequently, of linguistic rights. Furthermore, the spread of English globally involves powerful historical, cultural and social institutions linked to colonialism and imperialism. This power (im)balance should be addressed when analysing the use of English (Altbach, 2007), particularly in its role as a "gatekeeper to positions of prestige" (Pennycook, 2017, p. 18) in a global society. Not to mention that the use of English as a global lingua franca "adds another level of complexity…where anglophone users of English are likely to be in the minority or absent" (p. 5), and which has implications for teaching and assessment practices (Hultgren et al., 2022). When it has been carried out responsibly, EME has presented us with a great opportunity to foster intercultural dialogue and create more inclusive and equitable teaching spaces (Valcke, 2020). Through the decolonisation of the English language, for example, it has become possible for more voices to be heard (Kamanzi, 2016). Yet, despite its transformational potential, the goals of multilingualism, internationalisation and academic mobility that have characterised EME in the twenty-first century, much still needs to be done to improve quality (Marinoni, 2019; Studer, 2018).

This article centres on EME in Europe as the motivation that drives GCE vary from one part of the world to another (Davies et al., 2018). We begin the research section of this article by presenting a typology (Oxley & Morris, 2013) to distinguish between types of global citizenship education (GCE), in tandem with

other classifications. This will be used to clarify the limits of documented professional development initiatives for global citizenship in EME under the section "Where we are now." Next, we present a research agenda based on the observed gaps under "Where to go next." Finally, we recommend practical pathways for the implementation and incorporation of GCE in the professional development of teaching staff.

Types of global citizenship education

As previously mentioned, the body of definitions surrounding GCE makes it difficult to understand the nuances of the term's meaning in different contexts. Oxley and Morris (2013) present a typology of education-related global citizenship which can provide us with a lens through which GCE may be conceptualised in CPD. The typology is composed of two main approaches. The first approach, the *Cosmopolitan Form of Global Citizenship*, is oriented towards building a sense of responsibility, duty, and ethical interdependence. Its four sub-types are: (1) *political global citizenship*, which is concerned with the relations between polities (states or governments), and the individual; (2) *moral global citizenship*, which centres on human rights and empathy; (3) *economic global citizenship*, which focuses on forms of capital international development, power relations, and the work force; and (4) *cultural global citizenship*, which is concerned with the symbols and cultural structures that divide or unite members of different societies. The second approach, the *Advocacy Form of Global Citizenship*, is oriented towards promoting critical activism and putting pressure on decision makers for social change. Its four sub-types are: (1) *social global citizenship*, which advocates for a global civil society and supports that "others" be heard, irrespective of their geographical location; (2) *critical global citizenship*, which is concerned with postcolonial power relations and issues of inequality and oppression; (3) *environmental global citizenship*, which focuses on the impact of humans on environmental sustainability; and (4) and *spiritual global citizenship*, which is concerned with spiritual aspects, including religion, that connect or divide people.

Other classifications partially coincide with the core concepts relayed in Oxley and Morris' framework. For example: Schattle's summary (2008) of practices in global citizenship classifies GCE into *awareness* (representing the cosmopolitan form), *responsibility*, and *participation* (representing the advocacy form), and Hughes' (2020) summary is classified into *criticality* (critical thinking and subsequent action) and *social justice* (an intensification of the former against any form of oppression or marginalisation). These classifications encompass Oxley and Morris' framework, apart from *economic global citizenship* which

Hughes (2020) represents as *neoliberalism* (equipping students with skills for international mobility and employability across borders and cultures). Overall, the key to global citizenship is "engagement" ; having meaningful interaction with the world as a whole (Båge et al., 2020), at varying commitment levels, apparently moving from "knowing" and "reflecting" to "doing" – in other words, moving from knowledge and awareness to action. For education, this posits encouraging learner agency (Bastalich, 2010), and including participatory pedagogies that value learning from different perspectives (UNESCO, 2017), focusing on the development of the learner's capacity and capability to solve real-life problems and reflect on problem-solving processes by questioning personal values, assumptions, and beliefs (Coetzee, 2014). However, it seems that teachers tend to adopt one of two approaches (Dill, 2013): either a *global competencies approach*, so students may compete in the global work forum, yet limited within the parameters of Oxley and Morris' (2013) *economic global approach* and Hughes' (2020) *neoliberal approach*; or a *global consciousness approach* to sensitize students about global issues to promote humanistic values and cultural sensitivity. While both scenarios imply the need for teacher training, it should be emphasised that these competency-based approaches are common to internationalisation agendas, and traditionally stress the competitiveness of the individual and individual gains.

Where we are we now

To know whether the tenets behind GCE are finding their way into EME teacher training is a challenging matter as there are likely to be more initiatives than those reported in publications. Not only is the enthusiasm for incorporating GCE in higher education recent, but its conceptualisation tends to be related to study-abroad (Baker & Fang, 2021) and service-learning programs (Goren & Yemini, 2017). In EME in Asia, Baker and Fang (2021) report that GCE does not seem to go beyond tokenism, or the adoption of a competency approach that focuses on individual gains. Also, as previously mentioned, some programs may favour one approach over the other, which entail different orientations in continuous professional development.

GCE-oriented initiatives in EME continuous professional development

In this section we report on the key agents who shape teacher training in English-Medium Education and available research on the initiatives to integrate global citizenship in such training programmes. The provision of professional develop-

ment for teaching staff usually rests upon the shoulders of educational developers, who are the "key lever for ensuring institutional quality and supporting institutional change" (Sorcinelli et al., 2005, p. xi), yet there is scarce research on the role educational developers play in EME (Cozart & Gregersen-Hermans, 2021). A recent study by Dafouz et al. (2020) brought to light the wide range and variability of educational developers' backgrounds, roles and areas of expertise. Their role is a complex one, being contingent upon specific geographical and institutional settings. This responsibility seems to fall on either educationalists with knowledge in pedagogy and didactics (such as in northern Europe), or on language specialists with a foreign language teaching background (such as in southern Europe). However, the divide is not always that clear-cut. There are also instances in which both backgrounds (experts on education and language) seem to converge (Belgium is one example). In Sweden, for instance, educational development is seen as an integral and recognized activity within higher education. This contrasts with settings such as Spain, in which the educational developers' role is often an addition to the language experts' other primary academic duties and does not typically enjoy institutional recognition. In Belgium, there are educational scenarios whereby the role of educational developer is managed by educationalists while professional development for EME is led by language experts in a semi-structured role. This siloed approach often stems from the idea that training and support for EME should solely be limited to language acquisition or accuracy. This backdrop explains why the focus of professional development for EME, from its onset, was typically on the lecturers' overall language proficiency and their ability to lecture in English to visiting and exchange students. These training programmes, some of which are continuing to this day in the same fashion in which they started, focus mainly on language skills (like pronunciation and intonation) and delivery skills (like signposting and question types). Although language and communication training for teaching staff may be too restrictive a model, many lecturers still voice they appreciate and need this type of training (Macaro et al., 2018; O'Dowd, 2018). Our take on this point is that lecturers welcome the available support to upgrade their skills and teach more efficiently, which consolidates the need for typological diversity among all educational developers (Gregersen-Hermans & Lauridsen, 2021).

Lecturers are also on the lookout for CPD that will help them remain relevant for today's students (Chadha, 2021; Mgaiwa & Kapinga, 2021; Ouma, 2021). In Valcke et al. (2021), teachers in EME settings agree upon the importance of global engagement for students' future personal and professional success, yet those who have attempted to accommodate global engagement in connection to their disciplines – as an effort towards more inclusive and global knowledge and values – regarded it as an arduous challenge. The study also revealed diverse

awareness stages and conceptualizations that teachers hold of global engagement and its integration into the epistemology of their disciplines, understandably motivated by a possible lack of specific support and CPD, and also by the major discrepancies encountered within higher education when it comes to understanding, incorporating and nurturing the SDGs, since "depending on the context, sustainable education is embraced, ignored or looked at with scepticism" (Valcke et al., 2021). Published research on CPD initiatives in EME for the explicit objective of global citizenship is, to the best of our knowledge, non-existent, and that which could be considered within the scope of SDG 4 speaks to the internationalisation of higher education. Such teacher training, as explained earlier, takes an economic neoliberal approach to global citizenship (Oxley & Morris, 2013; Hughes, 2020) that focuses on elevating individual competences for professional purposes and on raising students' achievement in EME programmes, in contrast to focusing on the humanistic aspects of global citizenship. Examples of these research-based CPD-related initiatives are those concerned with supporting teachers in their quest for students to acquire disciplinary literacy (Dafouz, 2018); the conscientization of lecturers about continuous learning, interpersonal engagement, and management of emotions (Maíz-Arévalo & Orduna-Nocito, 2021); the establishment of reciprocal relationships and equal distribution of authority in interdisciplinary collaboration (Ploettner, 2019); and the use of technology for teaching and learning (Helm, 2020). The implementation of the different indicators for SDG 4 and GCE is significantly less systematically approached in higher education when compared to the explicitly documented implementations for training in pre-primary, primary and secondary educational settings. This, despite international education and EME having brought along new pedagogical, intercultural and global needs and competences that demand special attention. Not only are these needs and competences presumably new to international classroom teachers, but they are also novel for the educational developers themselves. Indeed, only 40% of the educational developers surveyed in Dafouz et al. (2020) declared themselves confident in their knowledge of Internationalised Intended Learning Outcomes (IILOs), and intercultural and global competences to facilitate lecturers' teaching processes – the figures being even lower (34%) in Dutch and UK settings.

SDG 4 clearly emphasizes the need for teacher qualification and teacher training cooperation and points to the incorporation of robust pedagogical features that encompass GCE and its intrinsic catalytic lever for societal change. If appropriately addressed, this gap will also ignite more open discussion on long ignored issues that the Covid-19 crisis has exacerbated, including relationships of dependency and the recognition of alternative and non-binary political and economic paradigms (UNESCO, 2018). To implement quality education as aligned with the

aims of SDG 4, we propose a research agenda driven by robust data-driven evidence in the next section.

Where to go next

From the previous section, we can clearly observe that global citizenship (Michel, 2020; Saperstein, 2020), language of instruction (Dafouz & Pagèze, 2021) and professional development of teaching staff (Guskey, 2000) are largely treated as separate bodies of literature – this has led to them being treated as distinct *ad hoc* pieces of a bigger whole (Gregersen-Hermans, 2021). Nonetheless, the previous section also makes clear that the interplay between GCE, EME and quality of education would be able to inform the quality of CPD of university teaching staff over time (Jorgenson & Shultz, 2012). In this regard, educational developers, teachers and students play a critical role in the co-creation of curricula (Bovill, 2020) developed for all these actors to become globally and interculturally agile. We therefore need models that point toward relevant areas of CPD, for educational developers to integrate global competences comprising not only the design and delivery of study programmes (Caniglia et al., 2018; Kioupi & Voulvoulis, 2019), but also the training and mentoring of university teaching staff (Gregersen-Hermans, 2021). We want to focus on how further research can provide clarity. The elements presented in the previous section point out that a number of major aspects require further research, namely:

- How is global citizenship conceptualised in EME programmes and how can CPD foster the development of global citizen scholars?
- How do existing pedagogical theories (experiential learning and active learning, for instance) and models (blended learning and Task-Based Learning, for instance) promote global citizenship and EME? How can their effectiveness be measured?
- How do pedagogy, global citizenship and language of instruction interact and connect to promote equity among students and access to quality education?
- How can we align teacher training with the skills, knowledge and attitudes needed for developing our students' cultural humility and awareness, language competence and global engagement?

There needs to be further investigation of the interdependence and interconnectedness between CPD, GCE and EME through a coherent and holistic research agenda. At the same time, the added value and benefits of CPD for academic staff must also be examined longitudinally and across institutions (Bourn et al., 2017). Finally, when looking at language of instruction in GCE, it seems to be

the least mentioned aspect (Goren & Yemini, 2017). In our opinion, we are overlooking crucial aspects of decolonising language where the hegemony of English (Alim et al., 2016) and native-speaker norms (Doerr, 2009; Modiano, 2005), and their implications for structures of power and privilege (Zemach-Bersin, 2007), are called into question, while also overlooking other Englishes (Mahboob, 2018) and teaching through other languages (Gregersen-Hermans & Lauridsen, 2021).

How do we put it into practice?

Fundamental to the "fostering of a global consciousness among teachers and students, to make them understand the relation of interdependence between peoples and societies, to develop in students an understanding of their own and other cultures and respect for pluralism" (Gacel-Ávila, 2005, p. 123) is the structured planification and implementation of tailored CPD. Since educational development is "the iterative process of developing the quality and societal relevance of higher education" (Gregersen-Hermans & Lauridsen, 2021, p. 5), it is a way to initiate and respond to change. It enhances the roles teachers already play by enabling them to take risks with new practices and communicating their discoveries to colleagues. Professional development allows teachers to take a proactive responsibility for mentoring new recruits, engaging in curriculum redesign or renewal and driving transformation. If the ultimate goal of universities is for students to be empowered to make a meaningful contribution to society (de Wit et al., 2015), teachers will need to make a clear link between pedagogy and teaching practices – not only what, but also how they are teaching – to successfully infuse curricula with the SDGs and develop the next generation of problem solvers (Block et al., 2019). This means developing students' capacity for critical engagement with the pressing issues of our time, which signals a direct need for CPD to prepare university teachers for the challenges ahead.

To this aim, we recommend a CPD model (see Figure 1) that integrates GCE stemming from three domains (UNESCO, 2015): (1) the cognitive, (2) the socioemotional, and the (3) behavioural. On this foundation, professional development can be enacted as a dynamic process that allows teachers to find appropriate ways to:

1. Put into place inclusive and equitable pedagogies. These may include setting expectations and promoting inclusion, promoting critical thinking and self-reflection, openly communicating learning processes, seeding complex thinking, leaving room for uncertainty, confronting values, and requiring problem-solving.

2. Plan and create the meaningful alignment of their courses' intended learning outcomes, learning activities and assessment, in such a way that they transcend the classroom by considering the practical application and engagement of the disciplines in a globalised world (Wilhelm et al. 2019). This way students could develop motivation and willingness to take future action.
3. Revise their enacted pedagogies by resorting to critical thinking and self-reflection as a means to finding the best way to equip their students with the "knowledge and thinking skills necessary to better understand the world and its complexities" (UNESCO, 2015, p. 22).
4. Build a community of practice by actively sharing resources for mutual support among teachers across institutions/countries, such as the use of inclusive virtual learning, as well as breaking disciplinary silos in order to foment interdisciplinary, multidisciplinary or transdisciplinary dialogues (Iwinska et al., 2018).

Although we are acutely aware of the obstacles limiting universities in implementing this proposed model, including a lack of CPD provision for university teachers in certain countries, we believe that such a shift in the ontology and epistemology of existing modes of teaching and learning will allow teachers to respond to local and global challenges in a way that is "closely connected to the civic mission of the university" (Michel, 2020, p. 185). CPD should thus aim to support teacher openness to multiple ways of knowing and unknowing, as an appreciation of what mutual understanding might entail (Michel, 2020). Most importantly, the quality of educational practices through this kind of CPD for teachers will be enhanced by favouring research-based scholarship of teaching and learning and encouraging the use of reflection. Flexible pedagogies and new approaches to assess students' capabilities, values and knowledge will need to be part of ongoing experiential learning for students, teachers as well as their trainers.

Concluding remarks

It is clear that substantial efforts need to be made to develop and promote inclusive and equitable curricula. How can we transform this vision into practice? The answer lies in an education that brings about change and personal transformation through actions and practices based on evidence. We cannot overlook the role of education in inculcating non-cognitive learning outcomes such as values, ethics, social responsibility, civic engagement, and citizenship. Education can transform the way we think and act to build more just, peaceful, tolerant, and inclusive societies. While EME, professional development and global citizenship education

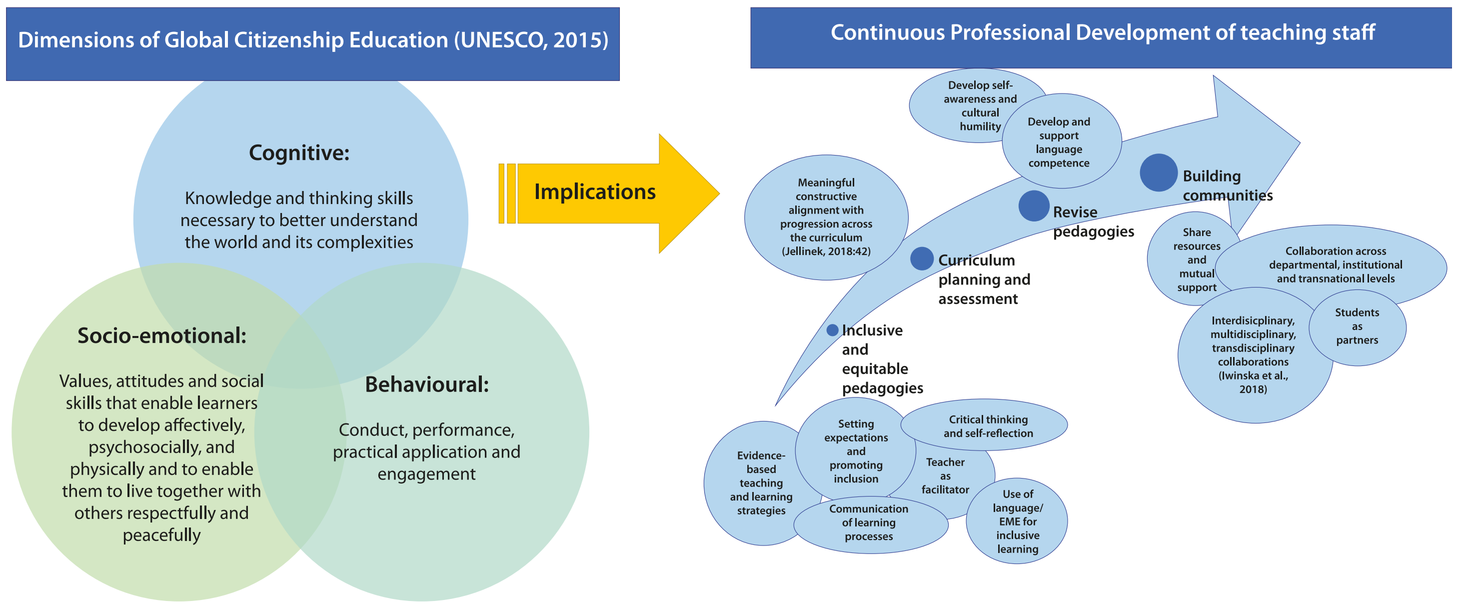

Figure 1. Implications of Global Citizenship Education for the training of teaching staff at university

have their own focus, there are several interrelated conceptual ideas and strategies in their visions, concepts, and pedagogical strategies.

New avenues of EME research are worth investigating if socially responsible higher education institutions adopt inter-, multi- or transdisciplinary perspectives that typically involve knowledge co-creation across or through subject-specific boundaries. Up until recently, STEM disciplines have been particularly impacted by the implementation of English-taught programmes, often resulting in the instrumentalization of CPD for EME. By decompartmentalizing subject areas and building bridges between curricula, academic communities will be expected to navigate different discipline-bound contexts and capture their complexity through wider linguistic repertoires and language styles. This cannot be made possible unless universities nurture a sense of collective engagement and responsibility in all curricular and extra-curricular learning and teaching activities, but also create spaces in which discourse can be dissected and decoded by involving all members of society, especially those whose voices are misrepresented or simply absent from the debate. This raises important questions regarding the role(s) of language in interdisciplinary collaboration, and more specifically in EME.

In this way, CPD in EME should incorporate aspects of GC that touch on matters related to discursive decolonisation of the curriculum and reflections on language as a tool for privilege and power. As mentioned earlier in this paper, educational developers in EME will have to resort to an array of additional skills in line with the SDGs to support the necessary changes that can be initiated by teachers and students in the EME classroom. More specifically, the linkages between English-Medium Education and global citizenship education must be integrated into teacher training so as to:

1. <u>Promote inclusive and equitable quality education</u>: inclusion and equity in and through education is the cornerstone of a transformative education agenda, and CPD should therefore commit to facilitating intercultural dialogue and fostering respect for diversity (Caniglia et al., 2018). The global realities of our times force us to question claims of belonging to clearly demarcated nation-states unified through a national language (one language equals one nation equals one culture), with native speakers representative of a homogeneous speech community. CPD programmes must integrate such a post-modern, ecological, and relativistic stance.
2. <u>Adopt a transdisciplinary approach</u>: transdisciplinarity involves intense interaction between academics, educational developers, and students in order to promote mutual learning processes through a partnership approach. It is an effective approach to student participation because it offers the potential for

more meaningful engagement with learning itself and the possibility for genuinely transformative learning experiences for all involved (Green, 2018).

3. Implement dialogic teaching and learning: such practices value student knowledge, skills, and attitudes through a partnership approach. In turn this disrupts teachers' monologic construction of what counts as knowledge, opening the space for meaningful dialogue (Bourn et al., 2017). Dynamic, dialogic, and collective teaching and learning activities are central to the CLIL (Content and Language Integrated Learning) approach (He & Lin, 2018). And yet, despite national strategies to promote more interactive approaches to teaching and learning, traditional teacher-centred practices predominate – thus hindering the transformative potential of EME and GCE.
4. Digitalise teaching and learning practices: pandemic friendly CPD is now a must. It should be flexible and adaptable and model best digital practices for its participants. The technological and cultural changes in education are occurring too fast for teachers and students to assimilate the changes required of them to respectively teach and learn efficiently. This under-preparedness leaves both groups at a disadvantage. We must develop virtual mobility and Collaborative Online International Learning as sustainable forms of internationalisation at home, as democratisation of intercultural competence development, and as potential for language learning for all, not just those who are privileged enough to travel.

For teachers, the Covid-19 pandemic is a quintessential adaptive and transformative challenge and has swiftly led them to turn to digitalised education in unprecedented ways. We know that for teachers to transform their practices, they need scaffolded CPD support over time. Inclusive and equitable education, transdisciplinarity, dialogic teaching and learning, and digitalisation require reflective spaces where teachers can explore different ways of seeing, doing, and thinking. Since CPD is central in supporting teaching staff, through our own experience and findings as educational developers, we highly recommend researchers create opportunities for gathering qualitative data during training to understand teachers' processes of thinking about a given topic, and detect needs, doubts and attitudes the participants themselves may not be aware of (Nashaat-Sobhy & Sánchez-García, 2020). Not only would this allow training developers to explore how participants conceptualise the issues under discussion, and further training needs, but they can also use the outcome to assess and improve the effectiveness of their training content and methods (Sánchez-García & Nashaat-Sobhy, 2020). We also suggest bridging the gap between concept and practice by finding innovative ways to accompany lecturers in their quest for transformation. Finally, it is crucial to establish virtual transdisciplinary communities for teacher training with

experts not only on language and pedagogy; the provision of flexible digitalised CPD is to minimize in-person travel and carbon footprint, which should facilitate more transnational collaborations and greater teacher participation.

This paper highlights the need for pre-service and in-service training for teachers, including teacher education and professional development programmes. It also underscores the need for more holistic research on the outcomes and concepts behind global citizenship education and English-Medium Education, to guide and support robust CPD to enable teachers to explore the transformative potential of education, not just for personal transformation, but also for social change.

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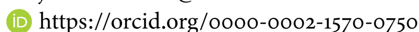
Abstracta (Spanish abstract)

En este artículo se analiza cómo la educación superior debería replantearse el Desarrollo Profesional Continuo (DPC) de su personal docente, de modo que la Enseñanza a través del Inglés (English-medium education – EME) aborde e integre cuestiones de sostenibilidad (solventando problemas que amenazan a la humanidad y a la calidad de vida). Destacan cuatro puntos centrales: promover una educación de calidad inclusiva y equitativa; adoptar un enfoque multidisciplinar; promover la enseñanza y el aprendizaje dialógicos; y digitalizar las prácticas en EME. El artículo, apoyándose en resultados empíricos, presenta una visión general de los contextos actuales de la formación del profesorado para EME en Europa, con ejemplos específicos de las mejores prácticas disponibles. A continuación, se presenta una visión de las direcciones futuras para vincular la internacionalización de la educación y EME con los Objetivos de Desarrollo Sostenible (ODS), centrándose en una formación docente efectiva para el compromiso global. Se reconoce la importancia actual de la formación de los profesores de EME para la enseñanza en inglés, pero también se subraya que la formación docente debe evolucionar para incluir las nuevas competencias globales de enseñanza y aprendizaje. La última sección está dedicada a las recomendaciones prácticas para todos los miembros de la comunidad EME.

Address for correspondence

Jennifer Valcke
Department of Learning, Informatics, Management and Ethics
Medical Interactions Team
Karolinska Institutet
SE-171 77 Stockholm
Sweden

jennifer.valcke@ki.se

https://orcid.org/0000-0002-1570-0750

Co-author information

Nashwa Nashaat-Sobhy
Department of Applied Linguistics
Departamento de Lingüística Aplicada
Universitat Politècnica de València

nash@idm.upv.es

Davinia Sánchez-García
Department of English Studies: Linguistics and Literature
Facultad de Filología
Universidad Complutense de Madrid

mdsgarcia@ucm.es

Julie Walaszczyk
Centre for Modern Languages
University of Mons

julie.walaszczyk@umons.ac.be

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