

اثر استخدام برنامج قائم علي التعليم من أجل المواطنة لتنمية القراءة الناقدة لدي
عينة من معلمي المستقبل تخصص اللغة الانجليزية

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دكتوراه المناهج وطرق تدريس اللغة الإنجليزية كلية التربية جامعة المنيا

هدفت الدراسة الي التعرف علي اثر استخدام برنامج قائم علي التعليم من أجل المواطنة في تنمية القراءة الناقدة لدي عينة من معلمي المستقبل تخصص اللغة الانجليزية. تبنت الدراسة الحالية المنهج شبه التجريبي القائم علي المجموعتين التجريبية والضابطة. اشتملت كل مجموعه من المجموعتين علي عدد (٣٠) معلما ومعلمه المقيدين بالفرقة الثالثة بكلية التربية- جامعة المنيا. قامت الباحثة بإعداد اختبار القراءة الناقدة لتحقيق أهداف الدراسة وقياس أثر استجابة العينة ولتحقيق أهداف البرنامج المقدم لهم. استمرت الدراسة فصل دراسي بمعدل محاضرتين اسبوعيا. اظهرت النتائج وجود فروق ذات دلالة إحصائية بين متوسطي درجات الطلاب في التطبيق القبلي والبعدي لصالح المجموعة التجريبية.
الكلمات المفتاحية: التعليم القائم علي المواطنة، القراءة الناقدة.

The Effect of Using GCED Based Program to Develop EFL Prospective Teachers' Critical Reading Skills

Abstract

This paper aims to investigate the effect of using a GCED based program to develop EFL prospective teachers' critical reading skills. Sixty EFL third year prospective teachers at the Faculty of Education, Minya University were randomly chosen and divided into two intact groups: a treatment group and a non-treatment one; each group has (N=30) participants. The research adopted a quasi-experimental research design. The research instruments are critical reading main and sub-skills checklist and test of critical reading skills. The data obtained were analysed using both the "t"-test and the effect size of the program. The results revealed that participants of the treatment group surpassed their counterparts in the non-treatment group on the post testing of critical reading.

Keywords: Global Citizenship Education (GCED), critical reading skills.

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Introduction

People nowadays in different places become more interconnected as a result of globalization. As we live in the 21st century, today's individuals are members of the international community and need to receive special education facing enormous challenges worldwide in recent years. There is increasing interest in a transformative education to cope with the new challenges all over the world as a result of the interconnected and increasingly globalized world as well as the calls for a transformative education to promote peace, sustainability, well-being, and prosperity; (UNESCO, 2018). Global Citizenship Education (GCED) comes as a response to the call for transformative education, especially after the launch of the 2012 UN Global Education First Initiative (GEFI). It is a form of civic learning that encourages individuals to actively engage with the world and helps them to make it a sustainable place (UN, 2011). One of the aims of GCED is to help learners to be responsible global citizens (APCEIU, 2018).

Global Citizenship Foundation, (2022) stated that GCED educational dimensions cover three domains of learning according to UNESCO; these domains can be classified as follows:

1. Knowledge (Cognitive)
2. Socio-Emotional (Affective)
3. Behavioral (Psychomotor)

Accordingly, in order to provide a holistic learning experience for individuals, it is important for educators to understand all three domains. *The knowledge* (cognitive dimension) focuses on developing knowledge about global citizenship, such as understanding human rights, social justice, equality, and sustainable development; *the socio-emotional learning* (affective dimension) focuses on developing positive attitudes and values related to global citizenship, such as respect for diversity, empathy, protecting the environment and solidarity; and *the behavioral* (psychomotor dimension) focuses on developing the skills needed to take action as a global citizen, such as critical thinking and problem solving. GCED aims to help individuals to develop significant qualities such as critical thinking, creativity, problem-solving, and effective communication, and to develop the

important and deep understanding of citizens' role in the world community (UGC, 2021).

Using GCED as a teaching approach enhances individuals' ability to evaluate different global issues and enables them to develop their critical thinking skills and become able to analyse, make inferences, and compare. These skills are essential skills of critical reading. The strength of GCED comes from the fact that it takes a long-term root cause approach to the social problems we are experiencing today and aims to enhance critical and creative thinking, develop analytical capabilities and encourage responsible participation and action at local, national and global levels.

Today's critical global issues are appropriate to build learners' ability to think, evaluate, judge, analyze, and compare. In order to face the global challenges that are critical in forming personal awareness and thinking, there should be an interest in developing critical skills. Critical reading is important not only in the academic field, but it is also important for life; it enables individuals to detect misleading texts and identify the best values. It is an essential ability in which each individual needs to be a critical reader to uncover bias, prejudice, illogical conclusions, and misinformation in texts (Pardede, 2007). Reading critically means actively engaging with a text and developing a clear understanding of the writer's ideas; questioning and evaluating the arguments, and forming our own opinions. According to Kurland (2000), 'Critical reading refers to a careful, active, reflective, analytic reading' that involves reflecting on the validity of what one has read in light of prior knowledge and understanding of the world. The development of critical reading practices reflects a key component in education for democratic citizenship or for active citizens.

Literature Review

As we live in a challenging world due to globalization; coming up with learners who can cope with these challenges effectively and read the global issues deeply becomes an essential requisite in education. Critical reading has become one of the modern and essential skills that gained a high position in teaching; however, previous research findings have suggested that critical reading skills are difficult to master; Puteh, Zin, and Ismail (2016) discovered that

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students' ability to reflect and evaluate a text was lower than their ability to access, retrieve, interpret, and integrate.

Critical reading trains critical thinking skills; it makes readers more active in understanding the meaning that lies behind the text through evaluating the objectives, perspectives, and assumptions of the writer (Huijie, 2010). A critical reader can make a judgment whether to believe or reject the view or ideas conveyed by the author; and is considered an active reader who has the ability to accurately summarize arguments, identify claims, discover implied assumptions, analyze, evaluate, and explain the purpose of particular facts of information (Flemming, 2012; Barnet & Bedau, 2011; Wallace, 2003).

Engaging in critical literacy helps students develop democratic skills such as locating, understanding, evaluating, and utilizing information that develops their skills as citizens (Reidel & Draper, 2011). Learners need to be able to question and respond to what they read in order to develop into citizens rather than just comprehend the text (Reidel & Draper, 2011).

With regard to the similarity between critical reading and critical thinking, researchers point out that critical thinking skills are similar to, or perhaps the same as critical reading skills. (Isik, 2010; Paul and Elder, 2006). Yang and Chung (2009) responded effectively to the need for better critical thinking in the classroom, and examined the effects of cultivating critical thinking skills within civic education to maximize its potential. Participants of the study were divided into experimental and non-experimental groups; each group included 34 students. Results show how teaching critical thinking in civic education affects critical thinking skills.

As we live in a more complicated era, understanding how we process information has become more critical than specific facts. People need to read from a critical stance and to question rather than passively accept the information they encounter (McLaughlin, et.al, 2004), which means learners are expected to be able to analyze the text, reflect it on their lives, evaluate and make a judgment based on their opinion and life experiences and this needs higher order thinking skills. Learners need to read deeply about the critical global challenges

that the world faces to contribute effectively as global citizens with the world challenges.

UNESCO responded to the world challenges by providing global citizenship education (GCED); it aims to instill in learners the behaviors, attitudes, and values that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development (APCEIU, 2018). This response is promoting not only for creating new global norms in education but for new analytical perspectives too.

According to the United Nations (UN) (2021), global citizenship education (GCED) provides the skills, values, and behaviors that students need to meet the intellectual challenges of the twenty-first century, which include climate change, conflict, poverty, famine, and issues of equality and sustainability.

Norman (2021) studied global citizenship education in the English classrooms, and mentioned that recent studies have shown that the English Language classroom is an optimal place for integrating GCE themes and objectives. The study provides the Gyeonggi-do Institute For Language Education that has begun implementing modules on GCE, and the results show that even one training module can lead to the successful integration of GCE by English language teachers. These results show the need for more GCE programs to adequately prepare educators for reaching GCE related educational standards.

Global Citizenship Education helps learners understand global issues, enables them to become active citizens, connects with nature, promotes peaceful co-existence that helps transform the world into a more peaceful, tolerant, inclusive, secure, and sustainable place to live in (Raveendran, 2021). It helps young people develop the necessary competencies which allow them to actively engage with the world, and help to make it a sustainable place. It is a form of civic learning that involves students' active participation in projects that address global issues (UNAI, 2011).

McCormick and Halvorsen (2021) studied 'the power and promise of scaffolded reading instruction for teaching civic literacy.'

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The study aims at supporting students to read complex texts on civic issues. They argue the following: students need to develop the skills and will to critically consume and analyze media sources; the Reading Apprenticeship model is a promising approach for teaching students the knowledge and skills to navigate and analyze complex text; and intentional collaboration between literacy and social studies educators (K–12 teachers, teacher educators, and professional development providers) is needed to prepare young people to navigate increasingly complex informational texts. They conclude by arguing for the study's implications for practice.

Epstein (2020) examined "Supporting Students to Read Complex Texts on Civic Issues: The Role of Scaffolded Reading Instruction in Democratic Education" and warned of the neglect of literacy in civic education. The study discussed the importance of scaffolded reading instruction and highlighted that these literacy skills are significant to citizenship. Learners noted the challenges they experienced when reading complex texts on the topic, and the study suggests promise for a literacy/civic education partnership to teach civic literacy effectively.

Yusof, et.al (2019) conducted a study entitled 'knowledge, skills, and attitudes of Malaysian students on Global Citizenship Education' that aimed to identify the level of knowledge, skills, and attitudes towards global citizenship from students' perceptions and examined the relationship between students' knowledge with the skills and attitudes toward global citizenship.

Farahani (2014) sees that using global citizenship education is a significant way to solve world problems and crises related to war, environmental pollution, terrorism, and nuclear proliferation which resulted from the misunderstanding and lack of familiarity of cultures with one another.

De Andreotti (2006) provides a critical global citizenship education model that looks to critical literacy for a pedagogical approach that promotes critical engagement and reflexivity through 'the analysis and critique of the relationships among perspectives, language, power, social groups, and social practices by the learners.' Furthermore, critical literacy contributes a transformative pedagogy to

a framework of critical global citizenship education (CGCE) by insisting that in order 'to think otherwise' and to transform views and relationships, learners must engage with their own and others' perspectives. Andretti's critical global citizenship model promotes citizenship action as a choice of the individual after a careful analysis of the context of intervention, different views, power relations and positive and negative implications of goals and strategies.

Conclusion

Critical reading is a mental process related to the higher thinking order, where the reader thinks critically, can solve problems, expresses opinions, and agrees or disagrees with a given text. It is an important skill through which the reader actively participates with the text and the writer finds causes and effects, asks questions, distinguishes between facts and opinions, and evaluates given information.

Developing these skills can be achieved by providing issues that are current and have different viewpoints, related to local, national and global issues. Integrating GCED as a teaching approach is significant as it does not only provide knowledge of global issues but it develops individuals' critical skills, attitudes and values towards current global issues. It is based on meaningful real-life issues and problems that students have to determine how to accomplish and work supportively with each other for a long time, studying these issues through the GCED program can develop their critical reading skills, and it helps in building the whole personality of individuals and becoming active participants.

Context of the problem

There is a fact that many learners continue to struggle with reading complex texts because they are still developing literacy skills (Greenleaf et al., 2002). Reviewing literature; the researcher found that critical reading skills are very important for every learner who wants to participate as an active citizen in a fast changing world and developing these skills is an important requisite to face the 21st century challenges. It is a mental process related to higher thinking order where the readers think critically, solve problems, express opinions, and agree or disagree with a given text, and because the world

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nowadays faces specific challenges in its pursuit of sustainable development, and in order to face these critical challenges we need to increase learners' critical skills (Abd Alazeem, 2017). Global Citizenship Education is a framework to equip learners for critical and active engagement with the challenges and opportunities of life in a fast-changing and interdependent world. Integrating GCED becomes necessary to face today's challenges as it empowers individuals with the necessary critical skills needed to be able to understand challenges of global issues such as human rights, poverty, and conflicts, protecting the environment, equality, and respect from a critical perspective (Rieckmann, 2017). It also provides an opportunity for learners to think critically and develop their critical thinking towards global issues; and encourages them to express their opinions, make inferences, predict coming events, and analyze current events (UNESCO, 2018).

To document this research, the researcher depended on observing the world's current challenges and the universal need to deeply understand these issues that enable individuals to develop societies all over the world and developed a needs assessment questionnaire, and a checklist of the main and sub critical reading skills validated by a panel of TEFL staff members. The purpose of this questionnaire is to find out what EFL prospective teachers know about global citizenship education and their level of acquiring critical reading skills.

On analysing the data obtained from the questionnaire, the researcher came to the following results:

- Participants agreed that global citizenship education is an active way enhance their critical reading skills and encourage them to actively and critically read more about global issues.
- They need to use critical reading skills to become successful learners.

This led the researcher to think of a research that tries to investigate the effectiveness of a GCED based program to develop EFL prospective teachers' critical reading skills.

Statement of the problem

EFL prospective teachers have weaknesses in acquiring critical reading skills; and that was obvious from the statistical analysis of the data obtained by the research instruments. Therefore, the present research attempted to find an answer to the following question: What is the effect of using the GCED based program in developing prospective teachers' critical reading skills?

Objective

Using a GCED based program to develop FEL prospective teachers' critical reading skills.

Significance

The research was expected to improve participants' critical reading skills. This will support them in understanding deeply the connections between issues affecting people all over the world using a GCED based program; and in developing critical reading skills helps in understanding the global issues deeply and solving those universal issues peacefully which in turn affects the globe.

Hypothesis

There would be a statistically significant difference between mean scores obtained by the treatment and non-treatment groups in the post-performance in the critical reading test in favor of the treatment group.

Delimitations

- 1- Participants of this research were FEL prospective teachers who were enrolled at third year at the Faculty of Education, Minya University; and the experiment lasted only for one academic term.
- 2- The critical reading skills used in the program are previewing, analyzing, summarizing, evaluating, reflecting, comparing and contracting and evaluating.

Definitions

Global Citizenship Education (GCED):

UNESCO (2015) Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.

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UNESCO (2013) described GCED as a program designed to provide students with competencies to consider a variety of global perspectives and become active contributors to a more just, tolerant, peaceful, secure, equitable and sustainable world.

Oxfam (2006) defined global citizenship education as a framework that equips individuals for active and critical engagement with the challenges of life in a fast changing and interdependent world. It is transformative, developing the knowledge and understanding, skills, values, and attitudes that learners need both to participate fully in a globalized society and economy, and to secure a more just, secure and sustainable world than the one they have inherited. This definition is adopted.

Critical Reading:

Wallace and Wary (2021) stated that critical reading is being skeptical to examine how the author can justify his or her argument or if the reader knows more about a given topic.

Thuy, (2015) cited Briseno (2009) definition of critical reading as the process of making judgments in reading, and evaluating the relevancy and adequacy of what is read.

Huijie (2010) defined critical reading as a high-level comprehension of written materials requiring interpretation and evaluation skills that enable readers to separate important from unimportant information, distinguish between fact and opinions, and determine the writer's purpose and tone.

Kurland, D. (2000) refers to critical reading as careful, active, reflective, and analytic reading.

The study operationally defined critical reading as the ability of prospective teachers to preview, judge, summarize, compare, evaluate, analyse and reflect on a given text.

Methodology

A- Research Design

The present research adopted the quasi-experimental pre–post control group design. Treatment and non-treatment groups were exposed to pre–post means of getting data. The homogeneity of both groups was confirmed before the treatment.

B- Participants

Participants of the treatment group (N=30) were randomly chosen from EFL prospective teachers enrolled at third-year. They were instructed and trained to develop their critical reading skills using a program based on GCED designed and written by the researcher, while participants of the non-treatment group (N=30) received pre-post instruments for measurement, and they were not exposed to the training in the prepared program.

C- Duration

The experiment lasted for one academic term, two hours per week.

Variables

1. The Independent Variable

Training EFL prospective teachers using the GCED based program.

2. The Dependent Variable

Participants' level of performance in the test of critical reading skills test.

3. The Instructor

The researcher taught the participants of the treatment group the proposed program while the non-treatment group was not exposed to such training.

The instruments

A Critical Reading Test

Objectives of the Test:

The researcher constructed a test to evaluate participants' performance level of critical reading skills. The items of the test are designed to:

1. Assess EFL prospective teachers' critical reading skills.
2. Ensure equality of the treatment and non-treatment groups before applying the program.
3. Assess the degree of improvement of participants' skills of critical reading (the treatment and the non-treatment groups).

Constructions of the Test

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It consists of 26 questions. The test was designed according to a table of specifications.

Item Type

All the items are of MCQ type except question No. 12 is a productive item.

Scoring

The total score of the test is 60 scores. Each question has 2 degrees except questions No. (12, 24, 25 and 26) were given 4 degrees for each of them.

Validity of the Test

1- Face Validity

The test was administered to a jury of seven TEFL specialists to judge the linguistic stating of the items, appropriateness of the items, suitability and applicability and how far the items measure the program objectives. They confirmed the suitability and applicability of the test and their suggestions were taken into consideration.

2- Internal Consistency

The test was applied to a pilot sample consisting of (30) participants, and then the internal consistency for each statement was calculated by using the Pearson Correlation formula as shown in Table (1).

Table (1)

Internal Consistency of the critical reading skills Test

Critical reading skills	Internal Consistency	Sig.
Predicting some relevant events/ideas based on the title. (Previewing)	0.745	0.000
Discriminating between facts and opinions in a given text. (Analyzing)	0.696	0.000
Reacting towards the text ideas (accept/refuse and why). (Reflection)	0.632	0.000
Finding similarities between the given text and another one dealing with the same topic. (Comparing and Contrasting)	0.712	0.000
Finding differences between the given text and another one dealing with the same topic. (Comparing and Contrasting)	0.651	0.000

Summarizing a given text for its main ideas. (Summarizing)	0.725	0.000
Make judgments on the arguments or ideas of a given text. (Evaluation)	0.654	0.000
Total	0.648	0.000

** Significant at 0.01 level

Table (1) shows that the correlation coefficients were (0.648); therefore, all the correlation coefficients are statistically significant at the level (0.01); which indicates the validity of the test.

Reliability of the Test

The reliability of the test was calculated using the Alpha-Cronbach's coefficient as shown in table (2).

Table (2)

Alpha-Cronbach's Reliability Value of the Critical Reading Skills Test

No of Items	Alpha-Cronbach's value
26	0.799

** Significant at 0.01 level

Table (2) shows that the reliability coefficient of the test was significant; as it reached (0.799) which indicates a high reliability level.

Testing Time

While piloting the test, the researcher calculated the time taken after each participant finished the test, and the average was found to be three hours.

Results and Discussion

To verify the hypothesis of this research paper, which predicted that there would be a significant statistical difference 'favoring the treatment group' between means of scores obtained by the treatment and the non-treatment group on the post-test of critical reading skills.

Analysis of data using "t-test" shows that the treatment group achieved a higher degree of improvement than the non-treatment group on the post test of critical reading skills as the 't' value (15.172) is significant at (0.01) level and beyond. Eta-Squared formula was used to calculate the effect size of the program.

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Thus, this hypothesis is confirmed. Table (3) presents a summary of the analysis of the data obtained on the post- test of both the treatment and the non-treatment groups on the test of critical reading skills.

Table (3)

Means, Standard Deviation, 't' value, and Eta- squared of both the Treatment and non-treatment Group on the post- test of critical reading skills

Group	N	Mean	Std. Deviation	t- value	D.F.	Sig	Eta – squared
Post Treatment	30	44.33	3.755	15.172	58	0.000	0.799
Post Non-treatment	30	28.33	4.245				

**Significant at 0.01 level

Results obtained on the post- test of critical reading revealed significant differences favoring the treatment group. Participants of the treatment group improved their critical reading skills and that was obvious as they were interested in dealing with global citizenship issues that helped in developing their critical reading skills and in building them as global citizens; they become critical global citizens who can engage with global society, read between lines, and make judgment, recognize facts and opinions, and compare more than one text having the same topic. Thus this hypothesis was accepted. In this regard, there is an urgent need to integrate GCED in teaching and learning that can be used to understand the world and hence develop in deepen their understanding of the world. Thus previous research dealt with improving critical reading skills through experimenting with different methods of teaching and regular topics which may be not enough for learners to cope with the global challenges, and the studies that examined the impact of global citizenship education in different fields assured its effectiveness such as (McCormick and Halvorsen, 2021; Norman, 2021; Epstein, 2020; Yousef, et.al, 2019; Farahani, 2014; Yung and Chung, 2009; and Andreotti, 2006).

Thus using such an approach by providing its topics should be integrated as it has a significant effect on developing critical reading

skills and applying it to different language skills may be effective. The GCED based program helped more in developing EFL prospective teachers' critical reading skills.

Difficulties

1. Material resources were limited.
2. Electricity cut off.

Recommendations

In the light of the results obtained in the present study, the researcher recommends the following:

- 1- Shedding light on examining the impact of GCED on critical reading skills, as there are researchers that combine the impact of global citizenship education on critical thinking in general.
- 2- Shedding light on the importance of sustainable development and including concerns about climate change and environmental degradation.
- 3- Integrating GCED in all the teaching subjects and activities of education.
- 4- Establishing global schools as GCED has a critical role to play in equipping a generation with the vision and means to rise to complex challenges that transcend national borders.
- 5- Showing the importance of teaching these issues to young learners.
- 6- Encouraging learning communities and classrooms to be global-based learning environments.
- 7- The development of critical thinking skills should start from the very beginning of learning English, and should be among the objectives of the programs of TEFL pre- service teachers especially reading courses.

Suggestions for further research

The researcher suggests conducting the following studies:

- 1- Investigating the effect of using GCED on developing learners' global awareness of crises all over the world such as pandemics and climate change.
 - 2- Investigating the effect of GCED on developing language skills.
 - 3- Investigating the effect of critical reading skills on developing GCED.
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