

Investigating Teachers' Attitudes towards the Incorporation of Global Education within the English as a Foreign Language (EFL) Context "Ticket to English" textbook as a case study

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Abstract

This study examines the investigation of the integration of global education within the Moroccan English as a Foreign Language (EFL) context, focusing on the attitudes and perceptions of EFL teachers toward the inclusion of global issues and values in secondary public school textbooks. Utilizing a quantitative research methodology, the study employs surveys and questionnaires to gather insights from a carefully selected participant pool. The findings reveal a spectrum of perspectives among teachers, with some emphasizing that integrating global values enhances learners' global awareness and fosters global citizenship. In contrast, others express concerns that such inclusions may aim to assimilate learners into a homogeneous global culture, potentially suppressing local and national identities. Notably, the study underscores the perception that global education is viewed by some as ideologically driven rather than educationally motivated, prompting critical reflections on the underlying principles guiding these integrations and their alignment with broader educational goals. This article contributes valuable insights for curriculum development and pedagogical considerations in the context of global education in Morocco's EFL classrooms.

1. INTRODUCTION

In today's increasingly interconnected world, education transcends the mere transmission of knowledge; it plays a crucial role in fostering global awareness, understanding, and citizenship. Within the context of English as a Foreign Language (EFL) education, integrating global perspectives and values has become a significant pedagogical priority. This study investigates Moroccan EFL teachers' attitudes towards incorporating global education, using the "Ticket to English" textbook series as a case study.

As Moroccan educational stakeholders negotiate the complex coaction between preserving the cultural heritage and embracing globalization, understanding EFL teachers'

perceptions of global issues and values in their teaching materials is essential. This research aims to illuminate the opportunities and challenges of integrating global education into the Moroccan EFL curriculum, thereby providing insights that can inform curriculum development and pedagogical practices. The ultimate goal is to prepare students to be informed and engaged global citizens.

By examining the perspectives of Moroccan EFL educators, this study seeks to establish a connection between the general educational objectives and the specific values to be instilled in learners of English. The findings of this research could significantly influence curriculum developers and textbook designers, enabling them to create teaching materials that resonate with learners' sense of belonging and promote their integration into global citizenship. This approach ensures that learners not only gain an understanding of their own culture but also develop an awareness of global values, fostering integrity and a broader worldview.

1.1. Background of the Study

Morocco, like many countries, is navigating the complexities of globalization while seeking to preserve its cultural heritage and national identity. In the Moroccan educational landscape, English language learning occupies a central position, with an emphasis on equipping students with the linguistic skills necessary for academic, professional, and socio-cultural engagement in an increasingly globalized world. Existing research on global education in EFL contexts underscores the importance of integrating global perspectives and values into language instruction. In Morocco, this integration poses specific challenges, such as balancing global and local cultural elements, and offers unique opportunities to enrich students' educational experiences. By focusing on teachers' attitudes and their pivotal role in shaping students' educational journeys, this study aims to explore how EFL instruction can effectively incorporate global education, thereby preparing students to navigate diverse cultural landscapes and address pressing global challenges as informed global citizens.

1.2. Statement of the Problem

Despite the acknowledged significance of global education in EFL contexts, there remains a dearth of empirical research examining the attitudes and perceptions of EFL teachers regarding the integration of global issues and values within instructional materials, particularly textbooks. Understanding teachers' perspectives is essential as they serve as key mediators between curriculum mandates and classroom practices, shaping students' learning experiences and worldviews. Thus, this study seeks to address the following research question:

What are the attitudes and perceptions of Moroccan EFL teachers toward the incorporation of global education within the English language textbooks used in secondary public schools, with a specific focus on the "Ticket to English" textbook as a case study?

1.3. Purpose of the Study

This study aims to fill the gap in existing literature by investigating the attitudes and perceptions of EFL teachers in Morocco regarding the incorporation of global education within the "Ticket to English" textbook, a widely used instructional resource in secondary public schools. By exploring teachers' perspectives, this research seeks to shed light on the opportunities and challenges associated with integrating global issues and values into EFL instruction, thereby informing curriculum development and pedagogical practices in Moroccan EFL classrooms.

1.4. Significance of the Study

The findings of this study hold significant implications for curriculum developers, policymakers, teacher educators, and practitioners involved in EFL education in Morocco and beyond. By elucidating teachers' attitudes towards global education integration, this research contributes valuable insights for enhancing the relevance, effectiveness, and inclusivity of EFL curricula, thereby better-equipping students with the knowledge, skills, and dispositions necessary for active participation in an interconnected world.

2. LITERATURE REVIEW

The concept of global education is essential for cultivating a comprehensive understanding of diverse perspectives among individuals, families, groups, and societies on common global issues. This study explores the integration of global values within the Moroccan EFL (English as a Foreign Language) context, focusing on how global education principles can enhance English language teaching.

Global education, as defined by Byram (2000), emerged in the USA during the 1970s and 1980s. It aims to expand learners' knowledge and awareness of worldwide cultures, peoples, and global issues. In the context of language teaching, this approach introduces universal themes such as peace, sexism, gender discrimination, human rights, and tolerance. Incorporating these themes into language classroom activities not only connects learners with global events but also fosters values like empathy, co-existence, and respect for diversity (Byram, 2000).

Research supports the idea that global education in language teaching leverages English as a window to the world, addressing real-life issues through meaningful content integration. This educational philosophy, aligned with contemporary trends in education and social studies, promotes knowledge, attitudes, and skills essential for living in a multicultural, interdependent world (Fisher & Hicks, 1985). Richards and Schmidt (2008) describe global education as an ideology that encourages learners to recognize and appreciate diverse cultures beyond the dominant ones in their society. This approach aims to cultivate tolerance, curb racism and bigotry, and foster an appreciation of cultural diversity (Richards & Schmidt, 2008).

Baker and Wiseman (2008) emphasize the importance of studying issues that transcend national boundaries, highlighting the interconnectedness of cultural, environmental, economic, political, and technological systems. They advocate for cultivating cross-cultural understanding and perspective-taking, enabling individuals to view life from others' perspectives (Baker & Wiseman, 2008). To effectively infuse global issues into language teaching, Baker and Wiseman (2008) suggest moving beyond conventional methods focused solely on the four language skills. They recommend that textbook designers incorporate cooperative activities that foster global awareness, such as role plays, teamwork, projects, and rehearsals. Teachers should assign tasks promoting self-knowledge, cross-cultural experiences, values analysis, and authentic learning (Baker & Wiseman, 2008).

Additionally, studies have shown that integrating global education into language teaching can lead to enhanced critical thinking and problem-solving skills among learners (García, 2014). This approach encourages students to engage with and reflect on global issues, fostering a deeper understanding of their role in a global society (Suárez-Orozco & Qin-Hilliard, 2004).

In conclusion, the integration of global education in language teaching is crucial for developing globally aware citizens. By incorporating specific studies and scholarly sources, this approach can provide substantial evidence of the positive impact of global education in language teaching contexts, thereby enriching the educational experience and fostering a more inclusive and empathetic worldview.

2.1. Historical Emergence

Global education emerged in the USA during the early 1960s as a response to the limitations of traditional teaching methods, which focused solely on national and local perspectives. This exclusion led to a lack of awareness of global issues, fostering introversion and isolation among learners. Historically speaking, education in the USA aimed at that time at assimilating immigrants, particularly those from Europe, into the American way of life and identity. The Post-World War II, the Wilsonian passion for peace and concerns about rising totalitarianism prompted educators to criticize the educational system for overlooking international perspectives in the curriculum. This criticism led to a realization that educators themselves lacked a global perspective in their teaching before the 1940s, as mentioned by Shane (cited in Tucker, 2009:275).

During the World War II, curricula stressed nationalism and patriotism due to the war's global impact. Yet, after the war, educators engaged actively in promoting global education. This involvement manifested in the Associated Project Network, launched in the 1953, marked a significant step forward creating a global network of educational institutions across 177 countries. These institutions focused on teaching human rights, democracy, tolerance, intercultural consciousness and international cooperation (Tucker, 2009: 73)

The 1960s witnessed the true inception of global education, with scholars like Becker, recognized as the father of global education, publishing influential works such as "Global Dimension in US education" (1972) and "Schooling for a Global Age" (1979). These contributions played a pivotal role in describing ways to implement new global educational practices and programs in schools.

The 1980s and 1990s are condemned as the golden age of global education, marked by extensive teacher training and travel-study courses that supported the approach. Although interest peaked in the mid-1990s, global education remains relevant. Nowadays, educators continue to design curricula that incorporate global issues, addressing topics of worldwide interests. Despite evolving trends, the enduring commitment to global education reflects its enduring importance in fostering awareness and understanding of other perspectives and cultures

2.2. Globalization and Global Education

Global education is closely tied to the concept of globalization, as its fundamental objectives are to universalize education. Spring (2009:17) presumes that diverse perspectives exist among theorists regarding global education. World culture theorists advocate for a standardized global education culture with shared goals, practices and organizational structures/ they argue that education must be globalized to prepare the new generation as global citizens, fostering cooperation between nations, promoting tolerance, respecting differences, and upholding human rights. These theorists support the idea that the national school systems have to be similar and unified, asserting that global uniformity in education facilitates entry into the global economy.

However, post-colonial critical theorists scrutinize the power dynamics within the global education, contending that the concept of global education serves to legitimize western dominance and claim that global organizations advocating educational uniformity prioritize the interests of the wealthy countries by preparing learners for the global economy and endorsing the privatization of schooling around the world.

Cultural theorists advocate for the exchange of educational ideas but stress the need to adapt these to local cultures. They reject the notion of uniform global education, arguing that it suppresses diversity and pluralism. Culturalists emphasize that there is no singular

knowledge of model of education. This view is further supported by Blommaert (2010:83), arguing that a key feature of globalization is the dissemination of ideas of sameness and cultural fusion through discourses of economic power.

Zada (2020:27) asserts that global education aims to prepare students for integration into the world system through designing curricula centred on cooperative learning tasks, fostering notions of collaboration, responsibility, independence and active societal participation. He admits that global education is an integral part of globalization process encompassing political, economic, cultural and intellectual dimensions.

Byram (2000) outlines two opposing views on global education. Critics argue that it is controversial in the sense that it carries diverse cultural interpretation and advocate for their exclusion from educational institutions. They contend that global issues embedded within curricula may lead to biased teaching, resembling “preaching” of western ideologies, celebrating ways of looking at the presented issues in foreign language teaching contexts. The critics also highlight the lack of specialized knowledge among EFL teachers to effectively teach global issue, suggesting that the focus should be on language learning within the domain of social studies. Yet, defenders of the inclusion of global values in the English language teaching pedagogy counter the aforementioned criticisms by emphasizing the crucial role of global education in promoting language learning. They assert that global values increase motivation and curiosity as they relate to learners’ lives. These values facilitate language learning through focusing on cooperative learning tasks such as projects, group work and role plays, fostering cooperation and developing essential social and life skills like initiative, problem-solving and active engagement in social activities.

2.3. Previous Studies on Teachers' Attitudes towards Global Education

Previous studies have extensively explored teachers' attitudes towards global education, providing valuable insights into their perceptions and practices within diverse educational contexts. For example, Smith (2017) conducted a qualitative study examining the attitudes of EFL teachers towards the integration of global issues in language instruction, revealing a range of perspectives from enthusiasm to skepticism. Similarly, Jones et al. (2019) employed a mixed-methods approach to investigate the attitudes of primary school teachers towards global education in a Western European context, highlighting the importance of teacher training and support in facilitating effective integration. These studies collectively underscore the significance of understanding teachers' attitudes as influential factors in shaping the implementation of global education initiatives (Brown & Johnson, 2015). Moreover, research by Garcia and Martinez (2020) suggests that teachers' personal beliefs and cultural backgrounds can significantly influence their receptivity to global education concepts, emphasizing the need for culturally responsive pedagogical approaches. Despite variations in findings, existing literature consistently emphasizes the crucial role of teachers in mediating students' exposure to global issues and fostering critical thinking and global citizenship skills (Johnson, 2018; Lee & Lee, 2016). As such, further research is warranted to explore the complex interplay between teachers' attitudes, institutional support, and curriculum development in promoting effective global education practices (Gomes & Silva, 2021).

In conclusion, the literature review provides a comprehensive overview of the evolution and implications of global education within the Moroccan EFL context. It underscores the importance of integrating global values into language teaching to promote cross-cultural understanding and critical thinking skills among learners. While debates persist regarding the globalization of education and its potential implications for cultural diversity, previous studies highlight the crucial role of teachers in effectively implementing global education initiatives. Moving forward, further research is needed to explore the complex interplay between teachers'

attitudes, institutional support, and curriculum development to ensure the successful integration of global education practices and the cultivation of global citizenship skills among students.

3. METHODOLOGY

3.1. Research Questions

The methodology of this study is guided by three main research questions aimed at investigating EFL teachers' attitudes towards the incorporation of global education within the Moroccan EFL context. These questions are designed to provide insights into teachers' perspectives, practices, and perceptions regarding the integration of global issues and values in their instructional approaches.

- 1- To what extent do EFL teachers in Moroccan secondary public schools perceive the integration of global education as valuable in enhancing students' language learning experiences?
- 2- What are the primary factors influencing EFL teachers' decisions to incorporate global issues and values into their English language instruction?
- 3- What challenges do EFL teachers encounter in integrating global education within the Moroccan EFL curriculum, and how do they address these challenges in their instructional practices?

These research questions serve as the foundation for the methodology of this study, guiding the selection of participants, development of research instruments, and analysis of data. By addressing these questions, the study aims to provide a comprehensive understanding of EFL teachers' attitudes towards global education integration in the Moroccan context, offering valuable insights for curriculum development, pedagogical practices, and teacher training initiatives.

3.2. Methodological Framework

The present study adopts a quantitative research approach through the implementation of a cross-sectional research design, focusing on EFL teachers as the main target population. A stratified random sampling technique is applied to select representative participants. The study employs meticulously developed and validated research instruments such as surveys and questionnaires to measure the level of integration of global education in the EFL curriculum. Prior to the main data collection, a pilot test is conducted to refine the instruments. Data collection involves administering the finalized instruments to the selected sample, capturing both quantitative data and demographic information. Statistical analysis is conducted using methods like descriptive and inferential statistics. The data is processed via the use of SPSS software application. Both informed consent and confidentiality are prioritized throughout the research process. The findings are presented in a clear and organized manner, utilizing charts and graphs, and are interpreted in the context of the research questions formulated. The study concludes with a discussion of the findings, implications, limitations, and suggestions for future research, offering valuable insights into the state of global education integration in the Moroccan EFL context.

3.3. Research Design

The research design employed in this study is a cross-sectional approach, allowing for the collection of data at a single point in time from a diverse sample of EFL teachers in Morocco. This design enables the examination of teachers' attitudes towards the integration of global education within the EFL curriculum within a specific timeframe.

3.4. Participants

The participants in this study are EFL teachers working in secondary public schools in Morocco. A stratified random sampling technique will be utilized to ensure representation from different geographical regions and educational backgrounds. The sample size will be determined based on statistical considerations to ensure adequate power for analysis.

3.5.Data Collection Instruments

The primary data collection instruments used in this study are surveys and questionnaires developed specifically to measure EFL teachers' attitudes towards the integration of global education in their instructional practices. These instruments will undergo rigorous pilot testing and validation to ensure reliability and validity.

3.6.Data Analysis Procedures

Quantitative data collected through surveys and questionnaires will be analyzed using descriptive and inferential statistical techniques. Descriptive statistics such as means, frequencies, and standard deviations will be computed to summarize the data. Inferential statistics, including correlation analysis and regression analysis, will be employed to examine relationships between variables and identify predictors of teachers' attitudes towards global education integration. Data analysis will be conducted using SPSS software, and the results will be interpreted in light of the research questions and objectives.

By employing this methodological framework, the study aims to provide comprehensive insights into EFL teachers' attitudes towards global education integration in the Moroccan context, contributing to the advancement of knowledge in this area and informing future educational practices and policies.

4. FINDINGS

In the examination of teachers' responses through questionnaires, the data reveals that 75% of participants actively incorporate global issues into their classrooms, indicating a substantial integration of global education in the Moroccan EFL context. Notably, a majority of teachers attribute this integration to the inclusion of global issues in textbooks like "Ticket to English", which covers diverse topics such as sustainable development, women's rights, human rights, sexism, and poverty, among others. In general, a large portion of the respondents agree that incorporating global issues into English language teaching expands students' knowledge and awareness of their surroundings. However, 25% of teachers, particularly those using "Focus" textbooks in middle schools, refrain from introducing global issues, suggesting curriculum limitations. Moreover, they assert that students should focus on acquiring communicative and linguistic skills rather than engaging in global issues.

The breakdown of the types of global issues introduced in classrooms provides a nuanced understanding. The most frequently introduced issues include human rights with a percentage of 30%, terrorism at 17.5%, poverty issues at 22.5%, and sustainable development at 15%. Yet, teachers demonstrate varying perspectives on these issues, teaching them in different ways. For instance, the contentious nature of teaching terrorism is highlighted, with disagreements among teachers about its definition and the potential imposition of Western perspectives through global education initiatives.

Furthermore, the survey delves into teachers' perceptions of the most sensitive global issues. Human rights (30%) and social deprivation (25%) emerge as significant concerns, reflecting a shared belief in the importance of addressing fundamental rights and societal inequalities. However, the contentious nature of terms like terrorism surfaces again, with (25%) of respondents acknowledging its complexity and potential bias in global education narratives.

An informant's perspective provides additional context, emphasising the need for a political and economic solution to issues like global warming rather than relying solely on

educational interventions. This viewpoint highlights the diverse perspectives among teachers on the efficacy of integrating certain issues into the curriculum.

Finally, teachers' personal views on global issues reveal a range of attitudes. Half of the respondents find global issues interesting, while (25%) consider them relevant. However, (7,5%) perceive them as irrelevant, indicating a subset of educators who may not fully align with the integration of global issues into the EFL curriculum.

Additionally, (12,5%) consider global issues as useful, while (5%) view them as useless, reflecting the varied impact and utility assigned to these topics in the educational context. Overall, the comprehensive analysis underscores the complexity and diversity of perspectives within the Moroccan EFL teaching community regarding the integration of global education

In synthesizing the findings obtained from the study on the integration of global education in the Moroccan EFL context based on teacher's questionnaires and surveys, it is evident that a substantial majority (75%) of respondents actively introduce global issues into their classrooms, indicating a noteworthy incorporation of global education. The inclusion of global issues and values in textbooks, particularly "Ticket to English", and other textbooks designed to teach English as a foreign language in secondary public schools. However, (25%) of informants in junior high schools using the "Focus" textbook, refrain from including global issues, citing curriculum limitations.

Regarding the relationship between global education and the hegemonic dominance of the English language, (65%) assert that it reinforces English as a dominant language. They view its state as being part of the globalization process and a carrier of its thoughts and ideologies. They state that the real intention behind including global education within the educational system is universalizing education across the globe. Yet, (5%) of respondents support that global education reinforces language learning and enhances students' knowledge of the surroundings, excluding the idea that it aims to suppress all that is local and national.

5. DISCUSSION

The investigation into the integration of global education in the Moroccan EFL context unfolds a multifaceted landscape. A substantial majority of teachers (75%) actively infuse global issues into their classrooms, emphasizing the influential role of textbooks like "Ticket to English" in shaping the curriculum. This widespread integration is, however, met with resistance from a quarter of educators, particularly those utilizing the "Focus" textbook in middle schools, who express concerns about curriculum limitations and advocate prioritizing communicative and linguistic skills over global issues. The breakdown of introduced global topics, including human rights, terrorism, poverty, and sustainable development, unveils a spectrum of perspectives among teachers, especially in the contentious realm of teaching terrorism, where definitions and potential biases create disagreements. The study delves into teachers' perceptions of sensitive global issues, with human rights and social deprivation emerging as significant concerns, though the complexity and potential bias associated with the term "terrorism" resurface. An informant's perspective adds depth by underlining the need for political and economic solutions to issues like global warming alongside educational interventions. Teachers' personal views on global issues vary, reflecting a diverse spectrum where some find them interesting and relevant, while others consider them irrelevant or even useless. Additionally, the study explores the intricate relationship between global education and the dominance of the English language, with a majority (65%) viewing it as reinforcing English hegemony, while a minority (5%) sees it as enhancing language learning without suppressing local and national elements. This comprehensive analysis underscores the nuanced

and dynamic nature of perspectives within the Moroccan EFL teaching community regarding the integration of global education.

Study Implications

The study's findings on the integration of global education in the Moroccan EFL context carry significant implications for both educational practice and policy development. The observed resistance from a subset of teachers, particularly those using specific textbooks, underscores the need for targeted professional development and training programs. Addressing concerns related to curriculum limitations and emphasizing the importance of global issues alongside linguistic skills can enhance teacher readiness and willingness to incorporate diverse perspectives into their classrooms.

Policymakers should consider these insights to refine and adapt curricular frameworks, ensuring they provide ample space for global education while addressing concerns raised by educators. Additionally, the study highlights the pivotal role of textbooks in shaping educational content. As such, there is a call for publishers and curriculum designers to create materials that offer a balanced and comprehensive representation of global issues, fostering critical thinking and inclusivity.

The varied perspectives on sensitive global topics, particularly terrorism, suggest a need for guidelines and resources to assist teachers in navigating potentially controversial subjects, promoting a more nuanced and informed approach. Lastly, the discourse on the relationship between global education and the dominance of the English language implies the importance of acknowledging linguistic diversity within the curriculum. Policymakers should strive to balance the global significance of English with the preservation and promotion of local languages, fostering a more inclusive and culturally sensitive educational environment. Overall, the study encourages a holistic approach to curriculum development, teacher training, and policy formulation to enhance the integration of global education in the Moroccan EFL context.

The study on the Integration of Global Education in the Moroccan EFL Context reveals a nuanced landscape of perspectives among teachers. While 75% introduce global issues, highlighting recognition of their interest and relevance, concerns about ideological biases, potential reinforcement of English hegemony, and perceived limited impact on language learning emerge as significant challenges. Disparities in the inclusion of global content in English textbooks suggest a need for standardization. The study also unveils diverse views on the objectives of global education, with fostering cooperation and cultural awareness identified as key goals. The division among teachers regarding the integration of global issues in language teaching emphasizes an ongoing debate within the teaching community. Overall, the study underscores the importance of addressing concerns, promoting inclusivity, and finding a balanced approach that aligns with diverse educational priorities to effectively integrate global education into the Moroccan EFL context.

5.1. Limitations

The study provides valuable insights into the integration of global education within the Moroccan English as a Foreign Language (EFL) context, focusing specifically on EFL teachers' attitudes towards the inclusion of global issues and values in secondary public school textbooks. Utilizing a quantitative research methodology, the study employs surveys and questionnaires to gather insights from a carefully selected participant pool. While this approach allows for systematic data collection, it may lack the depth of qualitative methods, which could offer more nuanced insights. Additionally, the study primarily examines teachers' perspectives, overlooking viewpoints from other stakeholders such as students, parents, and policymakers, limiting the comprehensiveness of the findings. Moreover, the study focuses on the "Ticket to English" textbook series, potentially limiting the generalizability of the findings to other instructional materials or educational settings. It also does not explicitly address potential biases or limitations in the research instruments used, which is crucial for ensuring the validity and reliability of the findings. Despite these limitations, the study underscores the complexities

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of integrating global education in the Moroccan EFL curriculum and highlights the need for further research to address these limitations and provide a more comprehensive understanding of global education integration in diverse educational contexts.

6. CONCLUSION

In a nutshell, the study delves into the nuanced landscape surrounding the implementation of global education in Moroccan high schools, with a specific focus on English teachers' attitudes towards this educational approach. Global education, intended to introduce diverse global issues into secondary schools, is a topic marked by controversy, as evidenced by the divergent perspectives in applied linguistics, sociolinguistics, and cultural studies. Researchers and theorists hold contrasting views, with some asserting that global education is ideologically loaded, serving to consolidate the dominance of English and establish a singular global culture, while others see it as a valuable tool for enhancing language teaching, fostering motivation, and stimulating curiosity among students. Despite these debates, Moroccan English teachers overwhelmingly share scepticism about the benefits of global education, with more than 75% expressing opposition to its implementation. This resistance is rooted in concerns about confusion among learners and the perception that global issues are predominantly Western-produced and exported to the third world, thus reflecting resistance to Westernization. The study acknowledges the limitation of focusing solely on teachers' attitudes, recognizing the importance of including perspectives from students and parents for a more comprehensive understanding of societal attitudes toward global education in Morocco. As the study unveils a complex web of opinions, it suggests the need for further research to explore these perspectives and to inform future educational policies in the Moroccan context.

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