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Inclusion or Illusion? A Critical Content Analysis of Global Citizenship Concepts in Jordanian EFL Textbooks

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ABSTRACT

This study explores the presence and portrayal of global citizenship concepts in the Jordanian EFL textbook, *High Note 11*, using the Oxfam Global Citizenship Education Framework. This framework outlines three key dimensions of global citizenship: knowledge and understanding, skills, and values and attitudes. Through a qualitative content analysis, the authors examined all utterances in the textbook to assess the integration of these global citizenship concepts. The findings indicate a significant emphasis on communicative skills, particularly in promoting interaction and engagement, which aligns with the goals of EFL curricula. However, the textbook falls short in addressing critical concepts such as social justice, equity, human rights, and civic engagement, resulting in an imbalanced representation of global citizenship. While concepts, such as sustainable development and environmental awareness, are relatively well covered, the categories of ethical values and deeper cognitive engagement are marginal. The study calls for more comprehensive integration of global citizenship values across the textbook to prepare learners not only to use English proficiently but also to think critically and act ethically in a globalized world. The study concludes with implications for textbook developers, curriculum designers, and educators, encouraging a more holistic approach to language education that fosters global awareness and responsibility.

Keywords: Content Analysis; EFL; Global Citizenship; *High Note 11*; Jordan; Textbook Evaluation

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1. Introduction

Problem, Purpose, Questions, and Significance of the Study

Drawing on the researchers' experience as EFL practitioners, it is evident that both students and teachers demonstrate a limited understanding of global citizenship concepts. This lack of familiarity potentially hinders their ability to engage meaningfully with the broader social, cultural, and political dimensions of language learning. In today's interconnected world, incorporating global citizenship into the EFL curriculum is essential for preparing learners to navigate the challenges of the 21st century.

By providing a systematic and evidence-based evaluation of the textbook, this study offers potentially valuable insights for Jordanian curriculum developers, language specialists, and educational policymakers. The findings may inform future revisions of EFL materials to better align with the goals of global citizenship education and support learners in becoming more critically aware, socially responsible, and globally engaged. Informal interviews conducted by the researchers in preparation for this study indicate that learners' understanding of global citizenship is limited and often lacks depth. Given the increasing emphasis on education's role in cultivating responsible global citizens, this deficiency warrants immediate attention. Scholars^[1, 2] advocate for the integration of global citizenship education within EFL curricula across various educational levels to equip learners with the necessary competencies for global engagement.

Accordingly, this study examines the extent to which global citizenship concepts are embedded in the Jordanian EFL textbook, *Jordan High Note* for grade eleven. The analysis employs criteria adapted from The Oxfam Global Citizenship Education Framework^[3], which delineates global citizenship into *knowledge and understanding*, *skills*, and *values and attitudes*. More specifically, one central research question guides this inquiry, *To what extent, if any, does the Jordan High Note textbook for grade eleven incorporate global citizenship concepts?*

2. Review of Related Literature

In an increasingly interconnected world, global citizenship has emerged as a vital concept for understanding the

complexities of local, national, and international communities. While the notion has gained prominence in academic discourse, it has also become a focal point in corporate agendas, governmental policies, and educational reform efforts^[4]. Despite its widespread use, global citizenship remains a contested term with no singular definition, reflecting its diverse origins in the lived experiences of individuals and communities^[5]. At its core, however, global citizenship embodies a sense of belonging to a broader human community, one that transcends borders and emphasizes interconnectedness across political, social, economic, and cultural domains. Textbooks have long been recognized as powerful tools for introducing civic ideas in the early grades^[6], laying the groundwork for learners' future engagement with global citizenship themes. UNESCO (p. 15)^[7] defines global citizenship as the "*knowledge, skills, values, and attitudes that learners need to be able to contribute to a more inclusive, just, and peaceful world*".

Integrating global citizenship education (GCE) into school curricula can effectively raise learners' awareness of their rights, roles, and responsibilities on both local and global scales^[2]. Textbooks play a central role in this process, especially in English as a foreign language (EFL) contexts, where language instruction inherently intersects with cultural representation. This intersection extends to visual elements, with growing evidence indicating that imagery can enhance early language development and support communicative practices among young learners^[8, 9]. Research consistently shows that EFL materials shape learners' perceptions of identity, community, and intercultural relations. For instance, Al-Jamal and Al-Refae'e^[10] found that while some Jordanian EFL textbooks incorporate values aligned with global citizenship, teachers often perceive this integration as secondary to linguistic outcomes. Similarly, Kim and Paek^[11] noted that Korean EFL textbooks lack elements promoting intercultural engagement, thereby limiting learners' opportunities to develop global perspectives.

When concepts of global citizenship are embedded within language education, learners acquire more than linguistic proficiency; they are also exposed to diverse worldviews, fostering critical thinking and social engagement. Research e.g., refs.^[12-14] suggests that while EFL textbooks generally promote human rights and democratic participation, many global issues remain underrepresented.

The growing focus on global challenges, such as environmental crises, inequality, and cultural conflict, has renewed interest in citizenship education and its moral underpinnings^[13]. The English language classroom, in particular, offers fertile ground for these discussions, providing learners with exposure to international perspectives and encouraging reflection on shared human concerns. Research e.g., refs.^[15, 16] suggests that EFL textbooks often emphasize local or inner culture at the expense of broader global perspectives, revealing a disconnect between textbook content and the objectives of global citizenship education. This gap is particularly concerning given that affective classroom elements, such as psychological safety, motivation, and interpersonal support, significantly affect language learning outcomes^[17, 18].

Recent educational reforms in various countries advocate for the incorporation of global citizenship principles into national curricula to better prepare learners for life in a globalized society. However, this shift often coincides with a strong emphasis on local and national identity, creating a dual imperative for education systems: to cultivate both rootedness and openness. In this context, global citizenship and national citizenship are not mutually exclusive but rather complementary^[19]. Research e.g., ref.^[18] suggests that when textbooks disproportionately reflect target cultures and overlook learners' own cultures, they risk alienating learners and diluting the local-global connection in GCE.

Textbooks that embody global citizenship values can aid learners in developing civic agency, intercultural awareness, and a commitment to social justice. This approach transcends traditional notions of citizenship, promoting social responsibility, active participation in decision-making, and community development^[20]. Most importantly, fostering such participation begins early in education, as research on preservice childhood teachers suggests that cultivating an interest in reading and active classroom engagement is foundational for developing civic and global competencies later in life^[21]. For EFL learners, this approach is particularly beneficial, as it supports the simultaneous development of linguistic, cultural, and civic skills. It also aligns with the principles of critical language pedagogy, which aims to heighten learners' awareness of power dynamics, representation, and social equity^[14].

Conversely, the absence of global citizenship concepts

in educational materials may hinder learners' ability to critically engage with global issues, limit their exposure to diverse perspectives, and reinforce ethnocentric worldviews that obstruct intercultural understanding and global awareness. Research suggests that textbooks which superficially address global ethics often neglect deeper concepts, such as tolerance and cultural representation^[22, 23], highlighting the need for more culturally responsive materials.

In Jordan, where English language education is increasingly influenced by policy directives and global orientations, examining the inclusion of global citizenship elements in school textbooks is both timely and essential. Limited research within the Jordanian context e.g., refs.^[22–24] reveals low teacher awareness of global citizenship and only partial integration of related social values in textbooks, underscoring the necessity for a thorough evaluation of the effectiveness of current material in supporting global citizenship objectives. The *High Note II* textbook, approved by the Higher Council of the National Center for Curriculum Development for use in government schools in 2024, offers a pertinent case for assessing how global citizenship is conceptualized and conveyed to learners.

To this end, the present study employs content analysis, a method well-established in educational research for its systematic and objective approach. By analyzing the textbook through the lens of The Oxfam Global Citizenship Education Framework^[1], the study aims to ascertain the extent to which global citizenship concepts are integrated across the domains of *knowledge and understanding*, *skills*, and *values and attitudes*. To the researchers' knowledge, this is the first study to examine the newly introduced *Jordan High Note* series concerning global citizenship. This research potentially contributes to the mounting body of research on global citizenship education in EFL contexts and provides actionable insights for curriculum developers, policymakers, and educators in Jordan and beyond.

3. Method and Procedures

This section delineates the methodological procedures undertaken to conduct the content analysis of the *Jordan High Note II* textbook. It encompasses a description of the material under examination, the analytical framework, including categories, criteria, and unit of analysis, as well

as the instruments, procedures, and techniques used to ensure the reliability of the analysis and ensuing findings and interpretation.

3.1. Content Under Analysis, Analytical Criteria, Categories, and Unit of Analysis

The focal point of this research is the *Jordan High Note 11* EFL textbook, recently introduced into Jordanian secondary schools. The objective is to assess the extent to which global citizenship concepts are integrated into its content. The analytical framework is adapted from Oxfam Global Citizenship Education Framework^[1], which categorizes global citizenship into three core domains: *knowledge and understanding*, *skills*, and *values and attitudes*.

Each domain comprises specific subcategories used as evaluative criteria during the analysis. The unit of analysis in this study is the utterance, defined as any segment of written or spoken language that conveys a complete idea (e.g., a sentence, dialogue turn, or caption). This approach facilitated a detailed and context-sensitive examination of the content of the textbook.

Data collection involved a systematic, page-by-page review of the *Jordan High Note 11* textbook. All textual content, including instructional prompts, dialogue exchanges, captions, questions, and sample responses, was scrutinized. An utterance was selected for inclusion if it presented a complete communicative idea pertinent to any of the global citizenship concepts outlined in the Oxfam Framework. These utterances were then extracted and recorded in a coding spreadsheet, preserving their original context and wording. A total of 486 utterances were identified and classified across the three main categories: *knowledge and understanding*, *skills*, and *values and attitudes*. This comprehensive collection process was conducted manually by both authors to ensure thoroughness and contextual accuracy. The *Jordan High Note 11* textbook was purposefully selected for analysis due to its recent adoption in 2024 as part of Jordan's ongoing EFL curricular reforms spearheaded by the National Center for Curriculum Development. As the first textbook in a revised national series aligned with updated educational priorities, *High Note 11* reflects current pedagogical intentions regarding language pedagogy and global citizenship integration. Its selection offers timely insight into how global competencies are being conceptualized and operationalized

in newly mandated EFL materials. Analyzing this textbook provides a critical opportunity to assess whether the latest curricular shifts are translating into meaningful content aligned with international educational models, such as the Oxfam Global Citizenship Education Framework.

3.2. Instrument of Analysis

The instrument used in the analysis is a researcher-developed coding scheme based on the Oxfam Global Citizenship Education Framework^[1]. Global Citizenship Education Framework. The three main categories and their subcategories are outlined below:

3.2.1. Knowledge and Understanding

This category addresses foundational concepts essential for developing learners' awareness of the interconnected nature of the world and their place within it. It aims to cultivate a broad and critical understanding of global issues, encouraging learners to reflect on the structural causes of inequality and the ethical implications of global interdependence. Its subcategories, which include *social justice and equity*, *identity and diversity*, *globalization and interdependence*, *sustainable development*, *peace and conflict*, *human rights*, and *power and governance*, serve as thematic anchors for analyzing content in the textbook. For instance, *social justice and equity* involves the fair distribution of resources and opportunities whereas *identity and diversity* encourages recognition and respect for different cultural, social, and personal identities. *Globalization and interdependence* highlights the economic, environmental, and cultural ties linking people across borders. *Sustainable development* emphasizes balancing human needs with environmental responsibility, and *peace and conflict* explores causes of violence and strategies for resolution. *Human rights* refers to the recognition and protection of universal rights and freedoms, and *power and governance* focuses on how political systems and leadership structures influence participation and decision-making. Collectively, these subcategories provide a comprehensive framework for evaluating whether and how the textbook fosters a globally informed and critically engaged learner mindset.

3.2.2. Skills

This category centers on the cognitive, emotional, and interpersonal abilities required for learners to actively and

responsibly participate in a globalized world. It transcends factual knowledge, focusing on how learners think, relate to others, and act in complex, real-life situations. The subcategories within this category encompass a wide spectrum of competencies. *Critical and creative thinking* encourages learners to question assumptions, generate innovative solutions, and evaluate information from multiple perspectives. *Empathy* involves the ability to understand and share the feelings and experiences of others, which is essential for cross-cultural understanding. *Self-awareness and reflection* foster metacognitive skills, helping learners examine their own beliefs, biases, and roles in global systems. *Communication* emphasizes clarity, active listening, and the ability to express ideas effectively in diverse cultural contexts. *Cooperation and conflict resolution* develops the skills needed to work collaboratively, manage disagreements constructively, and engage in peaceful dialogue. The *ability to manage complexity and uncertainty* prepares learners to navigate ambiguity and make decisions in rapidly changing global environments. Finally, *informed and reflective action* emphasizes taking thoughtful, responsible steps based on analysis and ethical considerations. Together, these skills empower learners to become not only proficient language users but also active, thoughtful participants in global civic life.

3.2.3. Values and Attitudes

This category captures the affective and ethical dimensions of global citizenship, focusing on the beliefs, dispositions, and emotional orientations that shape learners' engagement with the world. It emphasizes the internalization of values that promote inclusive, equitable, and sustainable societies. The subcategories within this category represent key attributes of a globally conscious individual. *Sense of identity and self-esteem* relates to a learner's understanding of their own identity and the confidence to engage respectfully with others. *Commitment to social justice and equity* reflects a dedication to fairness, equality, and addressing systemic inequalities. *Respect for others and human rights* involves recognizing the dignity and rights of all individuals, regardless of background. *Valuing diversity* promotes appreciation of cultural, linguistic, and ideological differences as enriching rather than divisive. *Environmental concern and commitment to sustainable development* encourages learners to act responsibly toward the planet and future generations. *Commitment to participation and inclusion* reflects the im-

portance of engaging all voices in social and civic processes, while *belief in the power of individuals to bring about change* fosters a proactive and optimistic mindset toward making a difference. These values serve not only as ethical benchmarks but also as drivers of transformative action. The coding scheme based on these subcategories was used as both an analytical lens and a practical checklist for identifying and recording the presence, or absence thereof, of these essential elements in the textbook content.

3.3. Reliability of the Analysis

To ensure the trustworthiness and consistency of the analytical process and reinforce the credibility of the research findings, both intra-rater and inter-rater reliability were assessed. For intra-rater reliability, the second researcher analyzed a randomly-selected unit from the textbook and re-analyzed it two weeks later using the same criteria. The correlation coefficient between the two rounds of coding was 0.92, indicating a high degree of consistency.

For inter-rater reliability, a colleague independently coded the same unit alongside the first researcher. The correlation between their analyses was 0.90, which falls within the acceptable range for qualitative content analysis and confirms the stability of the coding instrument.

4. Findings

Table 1 presents a detailed quantitative breakdown of the frequency and percentage distribution of global citizenship concepts identified in *Jordan High Note 11*, accompanied by illustrative examples from the textbook content.

Table 1 offers a quantitative overview of how global citizenship concepts are represented in the *Jordan High Note 11* EFL textbook. A total of 486 utterances were identified and categorized under the three core dimensions of the Oxford Global Citizenship Education Framework^[1]: *knowledge and understanding*, *skills*, and *values and attitudes*.

The data reveal a marked imbalance in the distribution of global citizenship concepts across the three core categories. The *skills* category dominates the textbook content, accounting for 65.6 percent of all identified utterances. In contrast, the *knowledge and understanding* category makes up only 24 percent, while *values and attitudes* are minimally represented at 10.3 percent. This uneven distribution suggests

Table 1. Inclusion of Global Citizenship Concepts in *Jordan High Note 11* (with Examples).

Category	Concept	n	%	Example
KNOWLEDGE AND UNDERSTANDING	Social Justice and Equity	1	0.2	<i>poorest people could live, work, and eat</i>
	Identity and Diversity	4	0.8	<i>people of the Andaman Islands</i>
	Globalization and Interdependence	2	0.4	<i>Subjects were usually connected to trade.</i>
	Sustainable Development	98	20.2	<i>The Internet has changed someone's life.</i>
	Peace and Conflict	4	0.8	<i>Peacemaker</i>
	Human Rights	5	1	<i>life balance</i>
	Power and Governance	3	0.6	<i>Obstruction is illegal</i>
SKILLS	Critical and Creative Thinking	45	9.3	<i>What do you think would happen if we could talk to animals?</i>
	Empathy	25	5.1	<i>I'm heartbroken.</i>
	Self-Awareness and Reflection	4	0.8	<i>One way to become more self-aware is to write a diary.</i>
	Communication	156	32.1	<i>Communicate and use sign language</i>
	Cooperation and Conflict	45	9.3	<i>We may have seen some improvement in poverty and crime in recent decades.</i>
	Ability to Manage Complexity and Uncertainty	4	0.8	<i>I'm torn between this one and the water bottle.</i>
	Informed and Reflective Action	40	8.2	<i>Lose your temper</i>
VALUES AND ATTITUDES	Sense of Identity and Self-Esteem	4	0.8	<i>She gave the impression of being very self-confident.</i>
	Commitment to Social Justice and Equity	1	0.2	<i>people should have the freedom to protest about things they do not agree with</i>
	Respect for People and Human Rights	4	0.8	<i>people should have the freedom to protest</i>
	Value Diversity	5	1	<i>I didn't like her friends when I met</i>
	Concern for the Environment and Commitment to Sustainable Development	30	6.2	<i>As well as explaining chimpanzees' highly developed social behavior</i>
	Commitment to Participation and Inclusion	3	0.6	<i>Perhaps they can try to come up with a solution</i>
	A belief that People can Bring about Change	3	0.6	<i>my grandparents struggle to learn the latest developments in computing</i>
Total		486	100	

a strong emphasis on functional competencies, particularly communication, over critical global knowledge and ethical dispositions. Such disparity raises important questions about whether the textbook can foster the creation of well-rounded global citizens who can not only communicate effectively but also think critically and act ethically (see **Figure 1**).

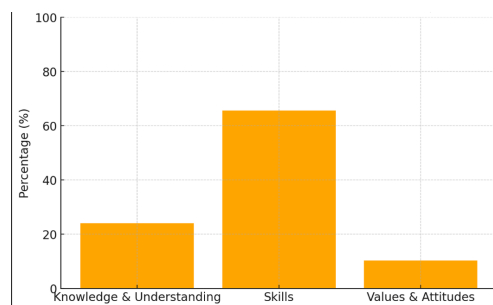


Figure 1. Distribution of Global Citizenship in *High Note 11*.

The most prominently featured is the *skills* category, accounting for 319 instances of occurrence (65.6%) of the total content analyzed. Within this category, the subcategory *communication* is overwhelmingly dominant, comprising 32 percent of all occurrences.

This strong representation of *communication* not only aligns well with the communicative goals of Jordanian EFL

curricula but also reflects a narrow emphasis within the skills category. Other key competencies, such as *critical and creative thinking* and *cooperation and conflict resolution* are moderately represented, with just over nine percent, suggesting that the textbook encourages learners to engage in reasoning and collective problem-solving. However, aspects such as *self-awareness and reflection* and *managing complexity and uncertainty* are significantly underrepresented, each constituting just under one percent, which indicates a limited focus on personal growth and dealing with ambiguity, both essential elements for functioning in a globalized world.

The *Knowledge and Understanding* category constitutes a much smaller share, with only 117 utterances amounting to 24 percent of the total instances of occurrence. Strikingly, *Sustainable Development* alone accounts for 98 instances (20.2%), far surpassing all other subcategories within this category. Other subcategories, such as *social justice and equity* (0.2%), *peace and conflict* (0.8%), and *power and governance* (0.6%), are minimally represented, pointing to an imbalanced representation of global concepts. Thus, despite the broad definition of global citizenship that encompasses *justice, governance, and human rights*, *High Note 11* seems to marginalize these critical areas, potentially limiting learn-

ers' engagement with structural and ethical aspects of global interdependence.

The *values and attitudes* category is the least represented, with just 50 instances of occurrence (10.3%). The most notable subcategory is *Concern for the Environment and Commitment to Sustainable Development*, with 30 instances of occurrence (6.2%), which is consistent with the emphasis of the textbook on *sustainable development* in the *knowledge* category. In contrast, essential civic and moral values such as *commitment to social justice and equity* (0.2%), *respect for human rights* (0.8%), and *participation and inclusion* (0.6%) are only marginally represented. These low frequencies raise concerns about whether the textbook fosters the ethical dispositions necessary for cultivating globally responsible learners.

In sum, while *Jordan High Note 11* makes commendable efforts to address communicative skills and environmental awareness, the findings reveal a significant underrepresentation of core global citizenship values, especially in the areas of *justice*, *diversity*, *human rights*, and *civic engagement*. This imbalance underscores the need for more intentional and comprehensive integration of global citizenship concepts across all three categories to ensure that learners are not only linguistically competent but also ethically grounded and socially engaged global citizens.

5. Discussion

In response to the research question, to what extent, if any, do Jordan High Note 11 for grade eleven include Global Citizenship concepts? *Jordan High Note 11* includes a diversified set of utterances that are capable of developing the various knowledge and understanding, skills, and values of global citizenship concepts. The analysis shows that communication was the most presented concept in the textbook.

While the frequency data highlight communication as the most recurrent global citizenship concept in *Jordan High Note 11*, this trend is not incidental. It reflects the alignment of the textbook content with broader pedagogical priorities in Jordanian EFL education, which emphasize communicative competence as both an instructional goal and an educational outcome. Communication, as conceptualized in the Oxfam Global Citizenship Education Framework^[1], extends beyond

mere functional language use to enabling learners to articulate perspectives, negotiate meaning, and foster intercultural dialogue. Thus, the predominance of communication-related content in the textbook underscores an effort to develop EFL learners' ability to interact meaningfully across cultures and contexts, itself a key competency in global citizenship education. This focus is also consistent with the orientation of the Jordanian EFL curriculum towards practical language use and communicative fluency, both of which are essential for learners' global readiness.

However, this emphasis also reflects a broader structural imbalance. The overrepresentation of communication suggests a narrowing of global citizenship to its instrumental dimensions (viz., language practice and social interaction) at the expense of cultivating critical awareness, ethical reasoning, and civic agency. As Franch^[25] cautions, privileging communicative tasks without embedding them in discussions of power, equity, and justice risks depoliticizing global education. The textbook approach, while pedagogically coherent with national language education goals, ultimately limits its transformative potential. Therefore, the high frequency of communication should not only be seen as a curricular necessity but also as an area that requires deeper integration with the more substantive, value-driven aspects of global citizenship^[12, 22].

A closer look at the linguistic structure of the communication-related utterances reveals a consistent emphasis on functional language use in real-world contexts. These utterances predominantly include imperatives (e.g., *Ask your partner*, *Describe the picture*, *Explain your choice*), modal constructions (e.g., *You should express your opinion*, *Can you give an example?*), and common adjacency pairs typical of classroom interaction (e.g., question-response, request-agreement). Moreover, many tasks are framed in terms of communicative functions, such as suggesting, disagreeing politely, narrating, and persuading, which are core elements of EFL pragmatic competence.

This alignment between form and function supports learners' development of discourse-level skills and interactive fluency. However, the analysis also shows limited exposure to more complex linguistic registers or critical discursive practices (e.g., argumentation, negotiation of meaning, critical questioning), which may hinder deeper engagement with global issues from a linguistic standpoint. Thus, while com-

munication is prioritized quantitatively, its linguistic depth remains largely transactional and lacks the critical-discursive dimension advocated by global citizenship pedagogy^[17, 25].

For example, utterances such as *Describe your favorite place*, *Give your opinion on the topic*, and *Ask your partner about their weekend*, emphasize spoken production through everyday interpersonal routines. These tasks prioritize fluency, lexical retrieval, and turn-taking over syntactic complexity or argumentative structure. While such scaffolding supports interactional competence, especially for intermediate-level learners, it rarely progresses toward higher-order discourse functions, such as evaluating evidence or constructing counterarguments. This linguistic shallowness, despite the high frequency of communication tasks, limits the development of critical language use, an essential component of global citizenship as conceptualized by the Oxfam Global Citizenship Education Framework^[1] and previous research^[12, 17, 22, 25, 26].

This dual role of communication, as both a language objective and a global competency, accounts for its prominence in *High Note II*. By equipping learners with tools for expression, discussion, and collaboration, the textbook aligns with Oxfam's vision of education as a pathway to intercultural engagement and social action. However, for communication to fully support global citizenship, it must transcend surface-level fluency and incorporate critical, ethical, and reflective discourse practices. Such practices potentially enable learners to interrogate injustice, navigate cultural complexity, and advocate for change.

The findings of this study provide insights into the extent and manner in which global citizenship concepts are integrated into the *Jordan High Note II*. Using the Oxfam Global Citizenship Education Framework^[1] as a guiding lens, the content of the textbook was examined across the three categories of *knowledge and understanding*, *skills*, and *values and attitudes*. The overall distribution of occurrence reveals a clear imbalance, with the *skills* category overwhelmingly dominant, accounting for about 66 percent of all instances of occurrence, compared to 24 percent for *knowledge and understanding* and 10 percent for *values and attitudes*.

This heavy emphasis on *skills*, particularly *communication* with 32 percent of all identified occurrences, aligns with the communicative goals of Jordanian EFL curricula, which often prioritize language production and communica-

tive competence. While this focus is pedagogically justifiable, it runs the risk of reducing global citizenship education to functional language use, rather than cultivating deeper critical, ethical, and civic competencies. As argued by Banks^[18] and Franch^[25], a well-rounded GCE approach should develop learners' critical consciousness, ethical sensitivity, and civic responsibility rather than just their communicative abilities.

Moreover, although *critical and creative thinking* and *cooperation and conflict resolution* are moderately represented (9.3% each), other critical sub-skills like *empathy* (5.1%), *informed and reflective action* (8.2%), and *self-awareness and reflection* (0.8%) appear far less frequently. This suggests a limited engagement with the interpersonal and intrapersonal skills essential for meaningful participation in a global society. These omissions resonate with the concerns raised by Amelia et al.^[16] and Liu^[17], who found that EFL textbooks often privilege surface-level skills over the deeper, affective dimensions of global engagement.

In the *knowledge and understanding* category, *sustainable development* stands out with a high frequency of occurrence (20.2%), indicating that environmental concepts are fairly well integrated into the textbook. This trend is echoed in recent cross-national analyses of English textbooks, which show a marked rise in sustainability thinking, particularly in global EFL resources e.g.,^[26, 27]. This aligns with the growing global focus on ecological awareness in education^[7]. However, other foundational topics, such as *social justice and equity* (0.2%), *power and governance* (0.6%), and *peace and conflict* (0.8%) are critically underrepresented. This reflects what Ait Bouzid^[12, 21] noted in his analysis of Moroccan textbooks, namely, a superficial reference to global ethics without engaging learners in the structural dimensions of *justice, power, or political agency*. Interestingly, other studies have demonstrated that abstract socio-economic themes, such as economic justice and financial awareness, can be successfully integrated even in early childhood education e.g.,^[26, 28], suggesting untapped curricular potential.

The *values and attitudes* category is the least developed, accounting for just over 10 percent of the total number of instances of occurrence. While *concern for the environment and commitment to sustainable development* (6.2%) is afforded moderate attention, other values central to global citizenship, such as *commitment to social justice and equity*

(0.2%) and *respect for human rights* (0.8%), are minimally addressed. These findings echo the results of previous research e.g.,^[10, 22–24], which documented the marginalization of affective and ethical elements in Jordanian EFL materials. The limited focus of the textbook on *civic values* indicates a missed opportunity to nurture learners' moral agency and belief in their ability to contribute to a just and inclusive society and world beyond.

Another significant shortcoming is the limited emphasis on *participation*, *inclusion*, and the *belief in individuals' capacity to effect change*, all elements vital for nurturing learner agency and civic empowerment. This deficiency stands in contrast to the vision of Global Citizenship Education as a transformative educational approach that not only fosters understanding of the world but also empowers learners to actively contribute to its improvement. Scholars such as Banks^[18] and Franch^[25] underscore the necessity for GCE to transcend mere communicative proficiency, advocating for the development of critical consciousness, civic engagement, and ethical reasoning among learners. However, even though intercultural competence plays a vital role in shaping global citizenship awareness e.g.,^[26], it is largely overlooked in textbooks e.g.,^[10, 22–24]. This oversight runs counter to the core aim of global citizenship education, which is to empower learners not just to comprehend global issues but to engage with them and drive meaningful change^[1].

Overall, the findings indicate that while *Jordan High Note 11* commendably integrates communicative and environmental concepts, it falls short of providing a comprehensive representation of global citizenship. The predominant focus on language skills, at the expense of critical knowledge and civic values, constrains the textbook as a potential conduit for transformative education. As research e.g., ref.^[3] emphasizes, GCE in EFL contexts should be seamlessly integrated into language education, equipping learners to navigate and shape an interconnected world.

To deepen the analysis beyond a descriptive account of what is in the textbook, it is imperative to situate the findings within broader theoretical frameworks on global citizenship education. Banks^[18] and Franch^[25] advocate for a GCE that extends beyond communicative fluency. In other words, GCE is not just about speaking the language but also nurtures critical consciousness, civic engagement, and ethical reasoning to effectively prepare learners to become active

and responsible global citizens.

The way *High Note 11* leans rather heavily on basic, transactional dialogues reflects the so-called instrumentalization of global education, a trend that reduces GCE to superficial cultural exchange while neglecting its transformative dimensions. This imbalance reinforces the need to reconceptualize EFL materials as platforms for critical pedagogy, where learners can explore complex global issues and develop as thoughtful, engaged citizens.

Practically, textbook developers and curriculum designers should embed content that encourages learners to engage with ethical dilemmas, encounter marginalized voices, and reflect on issues of justice, power, and inclusion. Task types should move beyond fluency-based prompts and include structured opportunities for argumentation, evidence evaluation, and civic simulations, which would align textbook content with the emphasis of Oxfam Framework on informed and reflective action, while also enhancing alignment with 21st-century education goals.

6. Conclusions, Implications for Practice, and Recommendations for Future Research

This study explored how global citizenship concepts are represented in *Jordan High Note 11* using the Oxfam Global Citizenship Education Framework. The analysis revealed a marked imbalance in the textbook content, with a dominant focus on *skills*, particularly *communication*, while the categories of *knowledge* and *values* were notably under-represented. While this focus aligns with national EFL goals that prioritize communicative competence, it falls short of supporting the broader aims of global citizenship education, which encompass critical thinking, civic engagement, and ethical awareness.

To bridge this gap, textbook developers are encouraged to adopt a more integrated approach that reflects all three GCE categories. Practical steps include embedding context-rich scenarios that prompt critical reflection, incorporating texts that expose learners to social justice and human rights issues, and designing communicative tasks that demand ethical reasoning or argumentation rather than superficial dialogue. Adding environmental learning tasks, especially through inquiry-based activities, can also boost learners' thinking

skills and scientific understanding e.g.,^[14]. To make this impact sustainable, Curriculum designers should also ensure coherence across grade levels so that learners are systematically exposed to global citizenship values throughout their schooling. Just as importantly, teacher training programs must equip teachers to handle these topics with clarity, empathy, and confidence in their pedagogical acumen.

That said, this study comes with a few limitations. It focused exclusively on *High Note II*, a single textbook used at just one grade level. Thus, while the findings highlight some meaningful concerns, they should not be taken as representative of all Jordanian EFL materials. Moreover, the analysis was limited to the written text, excluding visuals, teacher manuals, and digital resources that may also carry important content. Including visual materials in future studies could add valuable depth, especially since research shows that well-designed instructional images can play a key role in supporting language development in younger learners e.g.,^[13].

Future research should, therefore, examine other textbooks within the *High Note* series to assess consistency across the curriculum. Comparative studies across different countries or textbook series may also reveal how global citizenship is approached in diverse contexts. Moreover, incorporating teacher and learner perspectives could provide insights into how textbook content is interpreted and enacted in the foreign language classroom. Longitudinal research could further explore how sustained exposure to GCE through textbooks impacts learners' attitudes, values, and civic participation over time.

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Conflict of Interest

The authors declare no conflict of interest.

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