

Empowering the Sustainable Development Goals and Global Citizenship Education with cooperative oral presentations in English



Potenciando los Objetivos de Desarrollo Sostenible y la Educación para la Ciudadanía Global con presentaciones orales cooperativas en inglés

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Abstract

This article presents a didactic proposal to introduce the Sustainable Development Goals (SDGs) and the principles of Global Citizenship Education (GCE) in cooperative oral presentations in the English as a foreign language class in higher education. Thus, it enhances reflection on social situations that need to be transformed to advance social justice. The methodology is mixed, incorporating qualitative-descriptive aspects associated with the observation of students' performance in oral presentations. Quantitative data are also offered based on the results of a rubric completed by both the teacher and the students and a questionnaire completed anonymously by the students at the end of the sessions.

Keywords: Sustainable Development Goals (SDGs), Global Citizenship Education (GCE), active methodologies, social competences, university education.

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Resumen

Este artículo presenta una propuesta didáctica para introducir los Objetivos de Desarrollo Sostenible (ODS) y los principios de la Educación para la Ciudadanía Global (ECG) en presentaciones orales cooperativas en la clase de inglés como lengua extranjera en la educación superior. Así, se potencia la reflexión sobre situaciones sociales que necesitan ser transformadas para avanzar en justicia social. La metodología es mixta, incorporando aspectos cualitativos-descriptivos asociados a la observación del desempeño de los/as estudiantes de las presentaciones orales. También se ofrecen datos cuantitativos basados en los resultados de una rúbrica completada tanto por la profesora como el estudiantado y en un cuestionario que el alumnado completó al final de las sesiones de manera anónima.

Palabras clave: Objetivos de Desarrollo Sostenible (ODS), Educación para la ciudadanía global (ECG), metodologías activas, competencias sociales, educación universitaria.

Introduction

The University of the 21st century must contribute to social transformation. To this end, it must train students as active, cosmopolitan, critical and responsible citizens concerned about the social changes that must be carried out to advance in the construction of a better world (Hernán Losada and Anguita Osuna, 2023). In this sense, higher education must involve not only students, but also numerous social sectors such as public and private institutions in the academic sector, the business sector and politics.

University students in the 21st century need to receive a comprehensive education that will enable them to face global challenges (equality, social justice, sustainability, among others) and to assume a social and political participation in society (Risberg, 2021). Such training must offer tools for the understanding of different social aspects, in the words of Saperstein (2020) "To deepen cross-cultural understanding through the study of current transnational issues" (p. 125). To this end, active methodologies, pedagogical approaches, activities and materials must be selected to help students deepen their understanding of current social challenges while acquiring the contents of the subjects (Crous et al, 2024).

This research responds to the need for teaching to offer a holistic education that allows students to relate the contents they learn with social demands. In this sense, framing the teaching-learning process in the Sustainable Development Goals (SDGs) proposed by the United Nations for the year 2030 (United Nations, 2015) and in the principles of Global Citizenship Education (GCE) helps students to deepen their understanding of current global challenges by providing classes with social content. This entails betting on a multidimensional training that favors students to become aware of the need to advance as critical citizenship and committed to the construction of fairer societies, in which social justice occupies a central place (Murga-Menoyo, 2018).

The global nature of the SDGs allows students to delve into social realities other than their own. This will lead them to broaden their outlook and be open to other cultures, aspects that are related to GCE by paying attention to different aspects of reality from both a local and global approach. In this sense, we are faced with a pedagogical approach that contributes to student empowerment (Contreras León and Chapetón Castro, 2017; Martínez Lirola, 2022) as it offers opportunities to enhance critical thinking by reflecting on social issues linked to social justice (Gkonou et al., 2020)

It is considered that students have little understanding of the relationship between the SDGs and the content of an English as a foreign language course. Therefore, the starting hypothesis is that preparing oral presentations on the SDGs will foster the development of students' social awareness. The main objectives of this article are: 1) to design and implement a didactic proposal to work on oral skills and acquire social competences through cooperative oral presentations based on the social issues raised by the SDGs and the principles of GCE, 2) to promote reflection on the SDGs so that students reflect on the social situations that need to be transformed to advance social justice, and 3) to know the students' opinion on the proposed pedagogical proposal. To this end, a questionnaire was prepared and answered anonymously by the students after they had participated in the proposed activities (see section Results). The main research question is the following: Do cooperative oral presentations based on the SDGs allow students to reflect on global issues, the principles of GCE and acquire social competences while working on the skills and contents of an English as a foreign language subject in higher education?

By implementing the didactic proposal designed, the teacher intends the students to develop the different skills of the subject, especially

oral and written skills. In addition, the development of social skills is encouraged, among which communication and cooperation occupy a central place, reflection on global issues related to the SDGs and the review of lexical-grammatical aspects of the C1 level such as, advanced vocabulary of the selected topics, review of verb tenses, conditional sentences, passive, indirect style, articles, adverbs and adjectives, among others.

Consequently, in addition to the contents of the subject related to learning vocabulary, grammar, and developing all the skills required at an advanced level of English, students put into practice their critical capacity by delving into the social issues related to the SDGs. Thus, the principles of the GCE are strengthened by delving into the global issues included in the SDGs. Likewise, students become aware of the pedagogical principles associated with this didactic perspective and can apply them in their daily lives, which can contribute to building a better world, thus having a clear social impact.

Literature review

In 2015, the Member States of the United Nations adopted a set of common goals for the development of the planet through the approval of the Sustainable Development Goals (United Nations, 2015) framed in the 2030 Agenda. These seek to provide a common framework to advance global challenges and prevent human suffering on which all institutions and social agents must work. The 2030 Agenda is universal, integrated and indivisible by nature and seeks not only to end poverty or hunger, improve the quality of education or preserve the environment, but also to reduce inequalities and promote more just, peaceful and inclusive societies (United Nations, 2019). The 17 SDGs presented in the United Nations 2030 Agenda break down 169 targets and 232 indicators that summarize the main challenges facing our world (United Nations, 2015).

Incorporating the SDGs in the teaching-learning process helps to promote social justice and to focus not only on the acquisition of knowledge, but also on developing the integral formation of the individual, which involves the acquisition of social competences. Working with this type of competences in higher education helps students to become active and critical citizens so that they can apply

what they learn to the labor market in particular and to society in general (Escalona Pardo, et al., 2020; Villa Sánchez, 2020).

In recent years, much research has been published on the desirability of using the SDGs at all educational levels and in all disciplines. For example, Muñoz Teheran et al. (2022) offer the benefits for primary school students of a teaching proposal based on the SDGs. Barba-Martín et al. (2021) emphasize that the social topics of the SDGs requires the use of materials that allow linking the contents of the subjects to the social challenges through active methodologies that allow students to learn by doing.

Regarding higher education, there are studies that reflect on the role of the University in the implementation of the SDGs, such as the research published by de la Rosa Ruiz et al. (2019) and link it to Education for Sustainable Development (ESD). Similarly, Garzón-García et al. (2023) focus on the experience developed over several years in the geographical study of tourism framed in ESD. The book coordinated by Liesa Orús (2021) links the inclusion of the SDGs in higher education with the service-learning methodology and with an improvement in educational quality and equity. In addition, the book by Merma (2020) and the book by Miñano and García (2020) present different experiences of integration of the SDGs in university curriculum design.

Other research offers practical applications. For example, Ramos (2021) highlights their relevance in promoting the development of essential competences and offers applications of the SDGs in different case studies. The author stresses the relevance of the SDGs for working on "relevant cross-cutting sustainability competences" (p. 94). The book by López Esteban (2022) presents several models and experiences in which the SDGs are used in the Master's Degree in Compulsory Secondary Education and Baccalaureate, Vocational Training and Language Teaching (MUPES). The included studies highlight not only the positive results of the didactic experiences but also the present challenges.

There are several articles that focus on the usefulness of the SDGs for working in foreign languages. The article by Rodríguez Peñarroja (2022) focuses on the Tourism degree and frames the SDGs in ESD. This study refers to a project in which the teaching of English is focused on the sequencing of communicative tasks that are integrated with the SDGs. The work of Sánchez (2022) offers an investigation in which the SDGs are introduced in a subject of the MUPES, in the specialty of English in which students are trained on

how to work on the SDGs through effective tasks. On the other hand, Oliete Cruz (2022) reflects on the possibility offered by the SDGs of using real fragments of foreign languages in the classroom context in order to use the language in a real way, which favors effective learning.

Betting on training based on the SDGs in order for students to advance as planetary citizens is clearly related to the principles of GCE (Murga-Menoyo, 2018; Murga-Menoyo and Novo, 2017). This is because both GcU and the SDGs endow the teaching-learning process with a global character by focusing on global issues that require efforts from all institutions, including universities, in a way that empowers working for social improvement on an international scale. Murga-Menoyo (2020) points out that "[...] the "planetary citizenship" approach is particularly suited to meet the challenge of the SDGs, as well as the ecological and social transition towards sustainability" (p. 5).

GCE is a paradigm that establishes relationships between the knowledge, skills, values and attitudes that students need to contribute to a more peaceful, just, tolerant, inclusive, safe and sustainable world (UNESCO, 2014a). In this sense, relevance is given to education in the process of understanding and solving global issues that affect culture, economy or sustainability, among others. This educational proposal goes beyond knowledge or the development of cognitive skills by betting on values and competences that contribute to social transformation and international and local cooperation. Consequently, importance is given to the social, civic and political role of education so that students can face the challenges of the 21st century society (UNESCO, 2014a).

GCE promotes learning that contributes to social transformation so that the world becomes a more just, ethical and responsible place. It is a pedagogical approach that pays attention to different aspects of reality from both a local and global approach, which helps students to broaden their vision and reflect on global challenges and their effect on local reality (Martínez Lirola, 2022). One of the main objectives of GCE is to empower students to advance as active and critical citizens, capable of contributing to making the necessary changes for societies to move forward. Thus, it is committed to transformative learning that leads to a global common good, taking into account the global challenges in the classroom (UNESCO, 2014b, 2015, 2016).

The principles of GCE are suitable for work at all educational levels. Thus, if they are worked from primary school, students will gradually become aware of current challenges and will be trained to face these challenges through the use of materials, methodologies and didactic experiences that contribute to their formation as global citizens, in addition to acquiring the contents of the subjects themselves (González-Monfort et al., 2023).

In order for students to deepen their understanding of the principles of GCE, a methodology that allows them to learn by doing and interact with their peers has to be selected. In this sense, cooperative learning has been chosen because of its convenience to work on different essential social competences in the subject, such as cooperation or communication. These skills are important in interpersonal relationships and in the labor market (Martínez Lirola, 2021). Opting for this methodology implies that students and teachers share responsibility, so that egalitarian relationships are enhanced by offering students the opportunity to manage their learning and make decisions while learning. These aspects are relevant not only during their learning process, but also for their personal lives and for their incorporation into the labor market (Johnson and Johnson, 2004; Martínez Lirola, 2021).

Cooperative learning encourages students to work with their peers in order to achieve a common goal, i.e., they seek their own benefit and that of the group (Prieto Navarro, 2007; Saavedra Serrano, 2018). Consequently, the students become the protagonist of the teaching-learning process and the whole group is responsible for the final work. Therefore, it is necessary to negotiate, dialogue, discuss, distribute tasks, establish relationships between theory and practice and make decisions, among others, during the learning process. This leads to the acquisition of social competences and the development of skills that are useful both in the subject and in the labor market (Escalona Pardo et al., 2020; Larraz et al., 2017). Opting for a cooperative methodology enhances the interaction of students and grants them an active role while learning. Thus, the teaching-learning process helps to form committed professionals, a fact that favors students to grow as active citizens, since they learn by doing through a cooperative methodology (Johnson et al., 2007; Martínez Lirola, 2021).

Methodology

This study was carried out with students enrolled in a compulsory six-credit course in advanced English. This course is taught in the first semester of the English Studies degree at a Spanish university. The objective is for students to develop the different skills in English (listening, speaking, reading, writing and interaction), acquire vocabulary and deepen their knowledge of the grammar of level C1 (Council of Europe, 2020), aspects in which they will continue to deepen in the second term by taking another language course.

The subject was taught for four hours a week: the first hour was dedicated to working on academic writing and vocabulary, the second focused on grammar, and the final two hours were used to work mainly on oral and listening skills, the section in which the didactic proposal of this article is framed.

There were 81 people enrolled in the course in the 2024-2025 academic year (63 women and 18 men), whose ages ranged from 20 to 23 years. Of the 81 people, 17 obtained an Erasmus scholarship at other European universities. The students had previously studied English in high school and in the previous two years of their degree. Most of the students want to work as teachers in primary or secondary schools or in translation-related work in companies.

Two instruments were used to carry out this study: on the one hand, an anonymous questionnaire in *Google Forms* was used, which all students completed at the end of the term. It consists of eight questions (four dichotomous questions, two short answer questions, one multiple choice question and one Likert scale question) and was designed by the teacher in order to know the students' opinion about the didactic experience in which they participated. It mainly focuses on aspects related to the students' knowledge of the SDGs or GCE before taking the subject, to the social competences acquired or to the relationship between the use of the SDGs in oral presentations and the development of students as intercultural global citizens. The questionnaire data were statistically analyzed with *Excel* software (Microsoft office) to obtain univariate statistical parameters. On the other hand, a rubric was used, which the teacher completed while the students made their oral presentation; the same rubric was completed by the students at the end of their presentation (see Table 1). Of the people enrolled in the course in Spain (64 in total), 89.06%, i.e. 57 people, answered the questionnaire anonymously. This is a high percentage of participation considering that completing the questionnaire was optional.

In order for the students to actively participate in the teaching-learning process, the teacher asked them to organize themselves into groups of about four people. The students were free to organize the groups and decide with whom they wanted to work. Each group had to prepare a cooperative oral presentation and discussion based on one of the global topics of the SDGs and taking into account the principles of GCE. In other words, the students had to elaborate on the selected SDG and contrast aspects related to it at the local and global level. Students began presenting in the fourth week of the semester, so that they could have time to organize themselves and apply what they had learned in the previous weeks.

In the first three weeks of the semester, the teacher explained the main characteristics of an effective oral presentation using *PowerPoint* presentations. Several videos were shown with different speakers giving a presentation, so that the students could analyze the main positive aspects and areas of improvement of the speakers. She also explained how to cite following APA format in presentations. In these weeks, the teacher presented the main aspects of GCE and related them to the SDGs. The teacher emphasized some aspects that each oral presentation should take into account: 1) incorporate intercultural aspects linked to the SDGs and social content linked to GCE; 2) be cooperative; 3) include bibliographic references; and 4) have good time management because each student had to speak for ten minutes.

The teacher emphasized that the discussions to be organized after the oral presentations should not only consist of asking questions about the topic of the oral presentation. In fact, the debate is a didactic technique that promotes creativity because it can be organized in different ways. Therefore, the teacher offered the students some techniques to prepare cooperative debates, among which the *role play* or preparation of short dramatizations stand out. The students participated in a debate on human rights and the SDGs, paying special attention to gender equality and SDG 5. The purpose of this activity was to help students to deepen their understanding of the SDG and the intercultural aspects related to it.

The debates promoted communication because the students in charge of them had to encourage interaction among their classmates. It was important to insist that all students had to express their opinions. Communication is an essential competence in a foreign language subject, therefore, the teaching-learning process is designed to offer students as many opportunities as possible to engage in discussion so that they can use English in formal and

informal contexts with the help of the teacher. In this sense, the topic was designed to give students opportunities to express their opinions in front of their classmates and to disagree in a respectful manner. Therefore, the teacher emphasized that they could learn a lot by listening to students with very different opinions.

Leadership was also promoted because the students who organized the debate had to prepare the questions and resources (some students used videos to emphasize a particular aspect or to establish connections between the oral presentations and the debates), to manage time and make sure that everyone participated at the same time while promoting respect for different opinions, among others. In addition, sometimes there were conflicts because students disagreed. When this happened, the teacher pointed out that differences are enriching and that there was always something to learn from others' opinions. All the skills mentioned are important for the labor market.

Results

This section is divided into two parts. The first presents the results of the questionnaire and the second presents the results of the rubric used in the study.

Regarding the first question, it is striking that almost half of the students surveyed, specifically 47.4%, responded that they did not know about the SDGs before working on them in the subject, while a little more than half of the students (52.6%) gave an affirmative answer. This result shows us that, despite the fact that the SDGs were created in 2015, it is clear that there are people who still do not know about them, so we must continue working to give them visibility and show their applicability.

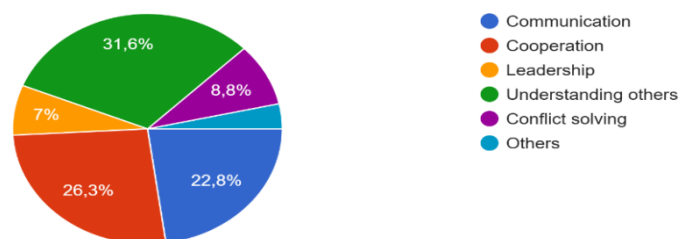
The second question was intended to find out whether the students were aware of GCE before it was introduced in this subject. Only 21.1% answered in the affirmative, compared to 79.8% who indicated that they were not familiar with this didactic approach. The fact that we live in a globalized world invites us to deepen this educational approach so that students can advance as global citizens, cosmopolitan and capable of adapting to the global demands of the 21st century.

In question 3, 100% of the students surveyed answered in the affirmative when asked if the SDGs and GCE have contributed to establishing relationships between the contents of the subject and

social demands. When delving into the reasons that justify their answer in question 4, the following stand out: many social issues and the injustice of the need to vindicate rights linked to various issues have been deepened; different skills and competences have been developed, such as intercultural skills, as well as the development of critical thinking. They have also become aware of some global conflicts and needs that they were not aware of. Some examples of responses are the following: "To raise my awareness about some social issues (e.g. in developing societies)", "I have a different perspective in understanding the world. Studying the SDGs equips me with the knowledge, skills, and mindset necessary to engage as an empathetic, and responsible global citizen" and "I have gained a deeper understanding of the importance of diversity and inclusion in fostering harmonious global communities".

Question 5 focuses on the competences that students consider they have developed the most when working on the oral presentations linked to the SDGs. Figure 1 shows that the most developed social competence is related to understanding other people with 31.6%, followed by cooperation (26.3%) and communication (22.8%). These are essential competences in the subject and the social challenges of the SDGs and the principles of GCE have had an effect on the fact that the social topics discussed in the subject have led to a deeper understanding of the realities experienced by other human beings.

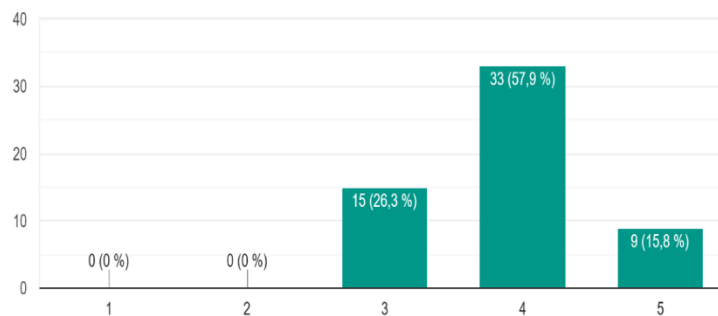
Figure 1. Answers to question 5.



When students were asked in question 6 whether they considered that the knowledge and applications of the SDGs acquired during the term had contributed to the development of intercultural competence and to their development as global citizens, 100% gave an affirmative answer. With respect to the reasons justifying the answer

in question 7, it is indicated that the global nature of the SDGs has allowed them to delve into social realities other than their own. This has led them to broaden their view of the main current social challenges while increasing their social awareness of these issues, which has led them to become aware of their personal responsibility and the importance of carrying out concrete actions. Some of the answers are the following: "I am more aware of different humanitarian issues, I know more about other countries and some difficulties that they have to endure with" or "Yes, because I have become more critical of the situations that I think are not fair, like discriminations and injustices". Finally, in question 8, when students are asked to evaluate themselves as global citizens, Figure 2 indicates that most of the answers are at 4 and 5 on the Likert scale, that is, about three quarters of the students and only a quarter of the students (26.3%) mark three on the scale.

Figure 2. Responses to question 8.



The results of the questionnaire show that students have developed different types of competences while deepening their understanding of the SDGs and the principles of GCE. The cooperative methodology, the topics of the presentations and the competences developed have contributed to the formation of students as active and global citizens, with the ability to reflect on current challenges and offer solutions that contribute to the construction of a better world.

Table 1 presents the results of the rubric that both the teacher and students completed at the end of the oral presentation and weekly discussion based on the SDGs. The results are discussed below.

Table 1. Rubric with Likert scale for oral presentations.

Aspects to evaluate	1 Strongly disagree		2		5 Totally agree	
	Professor	Alumni	Professor	Alumni	Professor	Alumni
Practice of vocabulary on SDGs.	0%	0%	0%	0%	0%	100%
	0%	0%	0%	0%	0%	100%
Discussion on global issues related to the SDGs.	0%	0%	0%	0%	29,82%	70,17%
	0%	0%	0%	0%	12,28%	87,71%
Cultural literacy.	0%	0%	45,61%	24,56%	29,83%	
	0%	0%	47,36%	26,32%	26,33%	
Advancement as a global citizenry.	0%	0%	23,21%	51,79%	25%	
	0%	0%	25%	51,79%	23,21%	
Development of intercultural competence and social skills.	0%	0%	0%	49,13%	50,87%	
	0%	0%	0%	40,36%	59,64%	

The first item in the rubric focuses on SDGs vocabulary practice. Both the teacher and the students agreed in scoring the highest on the Likert scale, as focusing the oral presentations and discussions on the SDGs facilitated the use of vocabulary related to the selected SDGs. Regarding the second item focused on the discussion of global issues related to the SDGs, both teacher and student responses were between 4 and 5 on the scale. However, it is observed that the teacher scores a little lower in number 5 with 70.17% and, consequently, in item 4 the percentage is higher than that offered by the students with 29.82%. This is due to the fact that the teacher considers that some students could have participated more in the debates or with more elaborated contributions.

The third item of the rubric focuses on the development of cultural literacy and global awareness. It is striking that almost half of the students' and teachers' responses (45.61% and 47.36% respectively) are offered in number 3 and about a quarter in 4 (26.32% of students

and 24.56% of teachers) and 5 (26.33% of students and 29.83% of teachers), a fact that indicates that a large part of the students do not consider that they have effectively improved this literacy. This indicates that it is necessary to insist that working on the SDGs linked to local and global challenges contributes to improving this literacy by providing students with opportunities to deepen their understanding of cultural differences.

In the next item, again the teacher's results are similar to those of the students and are found only in the responses 3, 4 and 5 of the scale. The percentages vary with respect to the previous item, since in this case only about a quarter of the responses (25% of the students and 23.21% of the teacher) are in response 3, with 4 being the choice with 51.79% of both the teacher and the students with the most responses. This indicates that both the preparation of the oral presentations on the SDGs and the participation in the debates have favored the development of students as global citizens by offering them opportunities to learn about the global challenges integrated in the SDGs. The fact that around 25% of the responses are in 5 indicates that it would be necessary to design other activities in the subject that would favor the students' progress as cosmopolitan citizens with the capacity to respond to the challenges of the 21st century.

Finally, when evaluating the development of intercultural competence and social competences, again the responses are only in items 4 and 5, with the students' responses being higher in 5 compared to those of the teacher. This variation is due to the fact that, although the teacher is happy with the results obtained in this item, she considers that some social competences such as communication or cooperation could be developed a little more in some groups.

Discussion

The incorporation of the SDGs into the teaching-learning process is justified by their usefulness in helping students to establish relationships between what they learn in the classroom and current demands, since they are working with social issues that need to be improved at a global level, hence the relationship between the SDGs and GCE. Consequently, the fact that the oral presentations of the subject are framed in the SDGs and the GCE contributes to making social challenges visible at a global level.

Like Gkonou et al. (2020), we believe that framing the teaching-learning process in the SDGs and GCE fosters critical thinking and openness to social realities other than one's own. Thus, education is enhanced as an instrument for social justice and peace, ideas clearly linked to GCE and the SDGs, aspects that have an impact on the empowerment of students as global citizens (Contreras León and Chapetón Castro, 2017; Martínez Lirola, 2022). In this way, higher education adapts to the demands of globalization.

We agree with authors such as Escalona Pardo et al. (2020) and Villa Sánchez (2020) that the social competences that are enhanced with oral presentations contribute to the advancement of students as active and critical citizens, capable of responding to social demands. In addition, the social content of the SDGs favors the introduction of social justice in the subject, as the social challenges posed by the SDGs occupy a central place in the presentations.

Like the research by Liesa Orús (2021), Merma (2020) and Miñano and García (2020), we consider that it is very convenient to work on the SDGs by means of active methodologies, hence in this study we have opted for a cooperative methodology that implies that students learn by doing (Barba-Martín et al., 2021). Following Ramos (2021), our study indicates that the cooperative presentations prepared by the students contribute to the acquisition of social competences that help students to develop their social responsibility and, therefore, to advance as global citizens by relating the SDGs with the social challenges linked to them. Thus, along the same lines as authors such as Sánchez (2022), Rodríguez Peñarroja (2022) or Oliete Cruz (2022), the use of the SDGs is appropriate to work with real fragments in the classroom and to enhance communicative tasks as occurs in the presentations.

Our didactic proposal goes beyond the contents and takes into account the global challenges that need to be overcome, hence, at like authors such as Murga-Menoyo (2020), we consider it relevant to include the principles of GCE in the classroom because of their relevance to enhance knowledge, values and competences that contribute to the social transformation needed in the 21st century (UNESCO, 2014a). Thanks to this approach linked to the SDGs, students can establish relationships between local and global realities, while at the same time fostering an approach to other cultures and overcoming the ethnocentric point of view by broadening the view and considering global issues (Martínez Lirola, 2022; UNESCO, 2014b, 2015, 2016).

Consequently, employing the principles of GCE in this study has allowed us to use a cooperative methodology and different materials, including the SDGs, because they allow us to delve deeper into global challenges and link what is taught in university classrooms with society (Barba-Martín, et al., 2021). Thus, like González-Monfort et al. (2023), our study has promoted GCE in university education in the 21st century to help students develop their social responsibility while becoming active agents in building a better world.

The preparation of cooperative oral presentations encourages interaction and the development of different social competences among which communication and cooperation stand out due to the practical nature of the subject in general and of oral presentations in particular (Martínez Lirola, 2021). In this sense, we agree with authors such as Escalona Pardo et al. (2020) or Larraz et al. (2017) that the need to negotiate or make decisions while making the presentation has a direct impact on the development of social competences that students need for life in general and for the labor market in particular. Consequently, students can apply theory to practice, manage their own learning and see relationships between what they learn and social demands, aspects that allow them to develop as active citizens with capacities to influence society (Johnson and Johnson, 2004; Martínez Lirola, 2021).

Like Prieto Navarro (2007) and Saavedra Serrano, (2018) we consider that thanks to cooperation in groups, not only is learning done individually, but each person who makes up the cooperative group contributes to the learning of their peers. This is an essential aspect in cooperative learning, since the final oral presentation is the result of the sum of the work of all members.

The selection of cooperative oral presentations linked to the SDGs and GCE to work on oral skills in an advanced English subject in higher education in this research is determined by the convenience of this type of presentations to enhance essential social skills in the subject such as cooperation or communication while deepening the global topics associated with the selected SDGs. In addition, both the preparation and the implementation of these presentations allow students to use the vocabulary and grammar revised in the subject in a dynamic way, since advanced vocabulary and grammar are used in all the presentations. Consequently, the proposal goes beyond the contents of the subject by promoting reflection and discussion on the SDGs in order for students to advance as global citizens through the development of competences and critical thinking.

Opting for a cooperative methodology allows students to establish relationships between theory and practice, an essential aspect to establish relationships between what is learned in the classroom and social demands. During the process of preparing the presentations, students interact with their peers in order to make decisions that result in the improvement of the final presentation. In addition, during the presentation of the presentations in the classroom, interaction is encouraged to confirm that the contents being presented are being understood. Discussions following the presentations allow students to actively express their opinion on the subject matter.

One of the limitations of this study is to have applied the didactic experience presented only in one subject of the degree in English Studies. In future research, it would be convenient to expand the sample and use a similar didactic proposal in other subjects of the same degree or in other careers. This would make it possible to study differences and similarities between various groups of students. Another limitation is that the SDGs have been used in the section of the subject linked to oral skills through cooperative oral presentations. This implies that the SDGs have been used primarily linked to the development of oral and listening skills. In other studies, it would be appropriate to frame the academic writing section of the course on the SDGs so that students could practice grammar and vocabulary in writing essays while reflecting on the SDGs, thus incorporating both theoretical and practical aspects in the course.

Basing the subject on the social content of the SDGs and using materials that contribute to the development of students' social responsibility helps students to advance as social, critical and responsible citizens, committed to building a better world. In short, thanks to GCE linked to the SDGs, students acquire a broader mentality, are more flexible, value diversity and broaden their vision of the world. This is essential for active citizenship and commitment to the social transformations that need to be carried out in the 21st century to make societies fairer and more united.

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