Unleashing Students' Leadership and Global Citizenship Skills through ELT for Increased Employability

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Abstract— To meet the demands of a globalized world, English learners need to develop employability skills that qualify them to achieve academic and professional success. The global market is in desperate need of leaders who can surpass all cross-cultural barriers and embrace global citizenship. Employees are required to develop leadership and global citizenship skills so as to enhance their creativity, productivity and sustainability in the workplace. Against this backdrop, English Language Teaching (ELT) seems to be an essential means for empowering students' leadership and global citizenship skills so as to facilitate their holistic development. To investigate this issue, the current study adopted a quantitative research method using a close-ended questionnaire sent to 58 Moroccan ELT teachers. The data gathered was analyzed through the SPSS (Statistical Package of Social Sciences) in the form of descriptive statistics in order to explore teachers' perceptions regarding the promotion of leadership and global citizenship in ELT and to suggest effective classroom practices to reach this purpose. The study at hand will contribute to expanding literature on employability skills development in ELT. Furthermore, the implications and recommendations proposed will guide ELT teachers in fostering leadership and global citizenship among English learners.

Keywords— Leadership, global citizenship, employability, ELT, classroom practice, teachers.

I. INTRODUCTION

In a world of globalization, technological revolution and economic development, the teaching and learning of English has taken global dimensions that necessitate the development of prerequisite skills and competencies to enhance learners' employability and increase their ability to deal with global issues. English has the potential to develop students' communicative and socio-cultural skills through the use of linguistic and cognitive strategies that foster interpersonal relationships (Crystal,2012). It also enables individuals to communicate across borders and engage with people from diverse backgrounds (Byram, 1997; Higgins, 2012) by being utilized as a lingua Franca in different social, cultural, economic and political contexts. Eventually, English can help learners to empower their leadership skills by managing individual or group relationships successfully, using effective communicative methods and encouraging them to adopt a global perspective to the current

problematics they encounter in today's world. These skills seem to be among the job requirements most sought by employers in different fields and industries around the world.

Yet, leadership skill development and global citizenship education did not receive the necessary attention in Moroccan education policies and practices, which has contributed to students' lack of employability skills (Chbani and Jaouane,2017). The Moroccan educational reforms have known a wide gap between theory and practice in promoting leadership and global citizenship (Elbakkali,2020; Idrissi et al.,2021). The reforms did not provide a clear strategic plan on how to concretize the suggested recommendations into educational practices to improve the quality of higher education and prepare graduates for workplace challenges. Furthermore, many barriers seem to hinder the integration of global leadership skills into the Moroccan educational system including

traditional pedagogical approaches, lack of teacher training, inappropriate access to informal learning, limited access to or use of Information and Communication Technology (ICT), and a lack of cooperation with families and NGOs (Elbakkali,2020; Idrissi et al.,2021; Assissou et al., 2023). For this reason and others, the current study strives to explore Moroccan ELT teachers' perceptions towards the promotion of leadership and global citizenship in ELT classrooms for employability skills development and to suggest the most effective classroom practices to achieve this aim.

II.   LITERATURE REVIEW

Employability skills development

The competitive nature of the global job market has raised a number of challenges to educational systems around the world to start thinking of bridging the gap between higher education and the job market needs. Universities are supposed to equip students with the required skills that facilitate their integration in the workplace and allow them to progress in their professional career.

Employability was defined by Dacre Pool & Sewell (2007) as "having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful". In other words, employability is not only having the necessary skills and attributes to get employed but also being able to maintain a job and /or find another one if needed.

Businesses are finding that their future success depends heavily on having a workforce that has social, cognitive and emotional skills. The National Soft Skills Association found that 85% of job success comes from having well-developed soft skills, and a large-scale study into the future of jobs and jobs training identified soft skills as the most important skills required to succeed in the workplace of the future (Rainie & Anderson, 2017). Yorke (2006) stated that employability skills do not benefit only graduates but also the organizations where they are hired. Being equipped with the necessary employability skills increases businesses productivity and enables the employee to assume the roles and responsibilities assigned to him/her competently (Tejan and Sabil,2019). That is why, universities, training institutions and employers should assist graduates into developing the desirable employability skills to meet the job market requirements.

Many studies investigated employers' perceptions of the needed employability skills in different fields and cultural contexts. However, there is no consensus in literature on which core skills are the most or the least important. In a

study conducted by Bennett (2002) on employers demands for transferable skills, he found out that the most important sought skills by employers are: communication, teamworking, IT and organization, whereas today's graduates lack foreign languages, initiative, self-confidence and leadership. Similarly, a large-scale survey conducted by Vivian et al. (2018) to examine 91,000 employers' experiences and practices in different sectors in the United Kingdom, he discovered that a number of job applicants lack personal, technical and practical skills which led to skill-shortage vacancies. Many of these skills are related to operational aspects of the role, as well as complex analytical skills. The main personal skills pertained to time management, leadership, sales and customer handling skills. Likewise, the Future of Jobs 2020 report identified leadership and management skills as being third among the top 10 most in-demand expertise areas (Assissou et al.,2023).

 In Morocco, studies have shown that overall, employers are not satisfied with Moroccan graduates' employability skills (Chbani and Jaouane,2017; Tejan and Sabil,2019; Belkbir,2023) and that there is an ultimate need for graduates to develop the prerequisite soft skills before searching for a job. Tejan and Sabil (2019) stated that graduates lack important employability skills such as "leadership, analytical mind, communication and creativity that are necessary to create a competitive spirit within a work team in any company or business". Accordingly, the Millennium Challenge Corporation (2018) asserted that the major obstacle to the economic growth in Morocco is the low quality of human capital which lacks the necessary skills to meet the needs of the Moroccan industry.

Respectively, the World Bank report on Morocco's Jobs landscape (Lopez-Acevedo et al., 2021) affirmed that the quality of the Moroccan educational system is put at stake because of the high rates of unemployability in postsecondary and tertiary education. This fact was explained by the mismatch between the skills taught and the increasing demands of the Moroccan job market. Eventually, educational policies should address graduates' employability skills development seriously by implementing effective strategies and measures based on partnerships with employers, training centers and universities so as to improve graduates academic, technical and personal skills.

Leadership and global citizenship for employability

The world business today is in search for global leaders who can interact with people from diverse socio-cultural backgrounds, take initiatives and create opportunities of success in the wider global community. Kotter (1996) defined leadership as: "the process of influencing others to

understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives". In contemporary studies, leadership is considered as the ability to independently set goals and involve others in the process of achieving common goals or realizing shared values (Uaikhanova et al., 2022). Thus, leadership is a process-oriented ability that focuses on how individuals understand, interact and agree on a set of strategies and methods to realize common objectives and goals.

On the other hand, global citizenship is seen by the United Nations as "the umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale." In other words, it is the belief that all individuals are citizens of diverse communities, the fact that push them to act for the common good of all societies not only theirs. Developing this global identity requires individuals to explore "the world interconnectedness, assimilate and accept diversity, understand global issues, advocate international cooperations and collaborations and cultivate values of tolerance, empathy, compassion and respect for others" (TGCI,2018).

The global economy today is very competitive due to the growing waves of migration particularly brain drain, workforce replaceability, reliance on technology and shortage of job opportunities. Hence, the lack of essential job requirements among job applicants affects international businesses and impedes sustainable development. For this reason and others, global leaders should be equipped with the prerequisite skills, strategies and competencies to communicate with others effectively. They are supposed to put up with diverse cultures, which enable them to improve other soft skills such as adaptability, flexibility, problem solving, emotional intelligence and others.

Also, they need to enhance their information technology competence so as to make use of various technological gadgets and tools to perform tasks creatively. Additionally, they have to possess global information literacy; to know what information is needed, where to find it, and how to evaluate and reflect on contradictory sources of information in a rapidly changing and complex global information environment (Bloch and Boske,2009).

Promoting global leadership development has lot of benefits both for individuals and for organizations. For individuals, it can lead to increased self-awareness, confidence and a better career development. For organizations, it may improve cross-cultural communication, increased innovation, and stronger partnerships with international stakeholders. It can also help organizations to respond to the needs of customers around the world which improves productivity and brings about prosperity in the global

market (AIESEC,2023). Ultimately, global leadership development is not only the responsibility of the individual through autonomous and life-long learning but it is also the charge of the global community to offer more international opportunities for learners both academically and professionally.

Promoting Leadership and global citizenship in ELT

Factors such as globalization, economy development, technological revolution, pedagogical reforms and the shift from teacher-centered approaches to leaner-centered ones, have contributed to the flourishing of teaching and learning English to help learners develop personally and professionally and to meet the increasing demands of the global job market.

English language teaching and learning has been identified as an essential means to develop students' global leadership skills (Bletcher et al.,2017; Chirciu,2020; Sohrabi et al., 2022; Lutge et al.,2022; Bendeck et al.,2023) as it enables students to use language to communicate with people from different socio-cultural backgrounds, in diverse contexts and for various purposes. This fact enables learners to develop intercultural competence and empathy (Byram,1997). Additionally, the status of the English language as a lingua franca used all around the world, gives students access to a large data of information from multiple sources which opens up global and updated issues (Bendeck et al.,2023). Besides, learning the English does not only help students to develop their language skills but also activates the use of cognitive strategies that increase high order thinking skills such as problem solving, critical thinking, analysis, evaluation and others. These skills are necessary for global leaders to assume their responsibilities and roles either individually or within teams and to face the challenges encountered in global complex situations.

In this regard, ELT promotes Global Citizenship Education (GCE), considered as one of the crucial instruments to achieve sustainable development goals. According to UNESCO, education aims to have students of all ages with knowledge, attitudes, skills, and values against global problems such as inequality, poverty and others. To say it differently, education is not merely a tool of transferring knowledge but a "social transformation apparatus" that leads to global positive change and contributes to the achievement of a sustainable future through enhancing students' skills, competencies and aptitudes (Akcay et al., 2024).

In literature, many countries like the USA, South Korea, China, Canada and other European countries have started to integrate global issues and orientations in curriculum content (Davies and Pike,2010). Uniformly, teacher education programs in United Kingdom and Germany

initiated the inclusion of global citizenship education and sustainable development methods to raise teachers' awareness to global dimensions and train them on becoming active citizens in the future (Shreiber and Siege,2023). One of the ELT frameworks proposed to support global citizenship education is Content and Language Integrated Learning (CLIL) (Sohrabi et al., 2022) that can be used to focus on knowledge area related to global citizenship.

Conversely, leadership development among ELT learners is the outcome of a combination of both theory and practice. Students are supposed to engage in a process of learning, doing, reflecting and actively experimenting with leadership styles (Chapman,2024). Consequently, many researchers suggested the implementation of experiential learning as an approach to leadership development (Bletscher et al.,2017; Pang and Yeung,2019; Uaikhanova,2022). Experiential learning engages people in a cycle of life situations where learning occurs naturally. This cycle is composed of two pairs of opposite ways of assimilating information (Experiencing and Thinking) and transforming it into knowledge (Reflecting and Acting). When one engages deliberately with all four modes of the Experiential Learning Cycle, deep learning takes place. Navigating the experiential learning cycle depends on learner's individual learning style; each learner chooses to go through the cycle according to his/her preferred learning style. Thus, the learner needs to be aware of his/her learning lifestyle and the preferred approaches of those with whom he or she interacts, which helps to foster stronger relationships, an appreciation of diversity, productive outcomes, and effective teamwork (Kolb,2019).
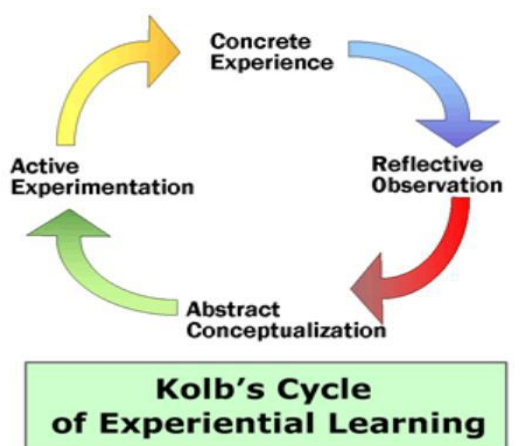

Fig.1.: The cycle of experiential learning (Kolb,2015)

As a result, experiential learning appears to offer a well-established background for global leadership development among learners in general and ELT learners in particular. Nevertheless, the implementation of experiential learning in higher education faces a number of challenges such as large classes, students' mixed abilities, lack of technological gadgets, lack of teachers' training, limited resources and time constraints.

III.   METHOD

With all the chances that leadership and global citizenship offer to ELT learners in terms of both academic and professional realization. It was necessary to identify teachers' perceptions about the importance of developing these two skills and the best classroom practices they can apply to reach this aim. Against this backdrop, the purpose of this study is to identify Moroccan ELT teachers' perceptions about developing leadership and global citizenship and to suggest the most effective classroom practices that can help to develop future global leaders.

Research method and design

The current study adopted a quantitative research method that relied on the collection and analysis of numerical data. The research design used is a survey study design that aims to describe teachers' perceptions and their best classroom practices for global leadership development. Survey studies are widely used in research thanks to their practicality for being economical, time and energy saving and their ability to describe the opinions, attitudes, experiences and other characteristics of a group of individuals or an entire population (Creswell & Creswell, 2018).

Sampling

The population targeted in this survey study is Moroccan ELT teachers for a number of reasons. Perceptions of Moroccan ELT teachers concerning leadership and global citizenship development have not been investigated before. Studies in Morocco focused on analyzing and evaluating education policies, teacher leadership and curriculum development (Laadem,2019; Ait-bouzid,2020; Elbekkali, 2020; Idrissi et al. ,2021; Assissou et al., 2023). Hence, teachers' perceptions on developing leadership and global citizenship for employability in ELT classrooms, did not receive the necessary attention.

Furthermore, teachers' attitudes and understanding of global leadership may affect their classroom practices; without holding positive attitudes towards the development of global leadership in ELT, teachers may underestimate its relevance for students' employability and do not engage in improving students' leadership and global citizenship skills. Additionally, teachers' awareness of the subskills required within these two skills will guide them to transform their theoretical understanding into practical measures.

The sampling strategy used is convenience sampling. It is one of the non-probability sampling methods for both

quantitative and qualitative data collection and by which samples are selected based on the researcher's subjective judgment rather than on random selection. This strategy is largely used for selecting a sample from a close population group and for its speed, cost-effectiveness and availability of the sample (Creswell & Clark, 2018).

Data collection and analysis

Any well-grounded research should follow rigorous data collection and analysis procedures to answer the research questions and achieve the research purpose. The current study has collected data through a close-ended survey questionnaire sent to Moroccan ELT university teachers. The questionnaire contained yes or no, multiple choice and likert scale questions. The questionnaire items were adopted and adapted from the Cambridge Employability Skills Framework for ELT (2022) and from miscellaneous literature on the research topic. As a result, n=58 ELT teachers responded to the questionnaire over a two weeks period.

The data gathered was entered and codified in Statistical Package for Social Sciences (SPSS) for the processing and analysis of data. The type of statistical analysis selected is a descriptive analysis in the form of percentages and means illustrated in tables and graphs. After the analysis of data, an interpretation of statistics helped to draw conclusions regarding ELT teachers' perceptions of developing leadership and global citizenship for employability and to suggest effective classroom practices that can help to meet that goal.

IV. RESULTS AND DISCUSSION

The results of the study revealed that Moroccan ELT teachers have positive attitudes towards developing leadership and global citizenship in ELT classrooms and are aware of the importance of promoting these skills for employability skills development**.** Moreover, they listed a set of classroom strategies and practices that can enhance students' global leadership.

In terms of demographic data, the total sample consisted of N=58 Moroccan ELT teachers. (62.1%) of the respondents are females while (37.9%) are males as clearly shown in the graph below (Figure 2.)
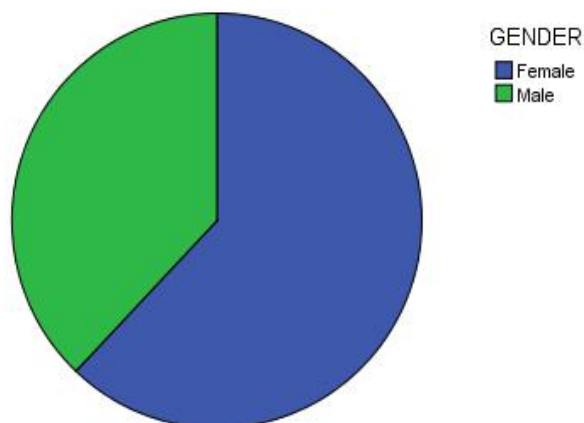

Fig.2.: Distribution of gender in the study

Regarding the importance of soft skills for employability, all the participants (100%) believe that the teaching of soft skills is important for employability. This fact is aligned with findings in other international and Moroccan studies (Tang, 2018; Subramaniam,2013; Kayli and Okiridu, 2020; Chbani et Jaouane,2021; Aziz and Zaidoune, 2022; Eker Uka and Bedir,2023; Elouaali et al.,2024;). Moroccan teachers think the integration of soft skills in Moroccan education is of paramount importance because many students lack these kind of core skills for employment (Chbani et Jaouane,2021). Similarly, Elouaali et al. (2024) concluded that soft skills play a vital role in learners' success in the job market, the integration of these skills in the Moroccan educational system is highly recommended. Likewise, Tang (2018) asserted that female and male university teachers believe that the implementation of soft skills in teaching and learning is becoming mandatory as curriculum reforms stress on learning activities that help in building these skills. Nevertheless, several Moroccan studies (Laadem,2019; Elbakkali, 2020; Ait Bouzid, 2020; Chbani et Jaouane,2021; Idrissi et al.,2021) pointed out to the difficulties teachers' face in developing students' soft skills.

Concerning the relationship between ELT and global leadership, the majority of the respondents (89.7%) believe English language teaching promotes leadership and global citizenship among students while a minority of (10.7%) does not share the same view as presented in the graph below (Figure 3.)
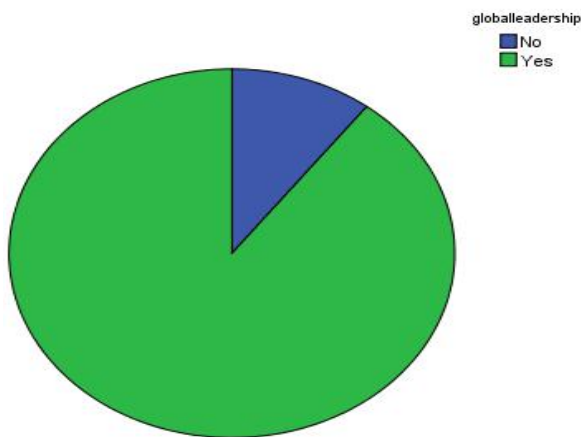
Fig.3.: Teachers' perceptions about promoting leadership and global citizenship in ELT.

Fig.4: Teachers' trainings on teaching leadership and global citizenship

The finding is similar to literature on ELT and global citizenship. ELT has been found an essential means to developing students' leadership and global citizenship due to its status as a lingua franca used in different contexts. It has also proved to improve students' communicative skills and intercultural competence (Byram, 1997) via interacting with people from different socio-cultural backgrounds. As a matter of fact, ELT can enhance other core and personal skills such as critical thinking, flexibility, adaptability and problem-solving.

In addition to that, English language learning permits students to have access to multiple information sources which widens their perspectives, updates their background information and increases their understanding of global issues. In the same vein, the Cambridge Employability Skills Framework for ELT (2022) explained that learning an additional language already encompasses many of the core skills such as communication, collaboration and critical thinking and that there is lots of scope to develop these skills in an integrated way through the teaching of English. Eventually, thanks to English language learning, students can sharpen their global leadership skills and grow into responsible actors in worldwide communities.

The participants were asked a yes or no question about receiving trainings on teaching leadership and global citizenship. Most of the respondents (70.7%) stated that they have not benefited from trainings on teaching leadership and global citizenship while (29.3%) of the participants did, as shown in figure 4.
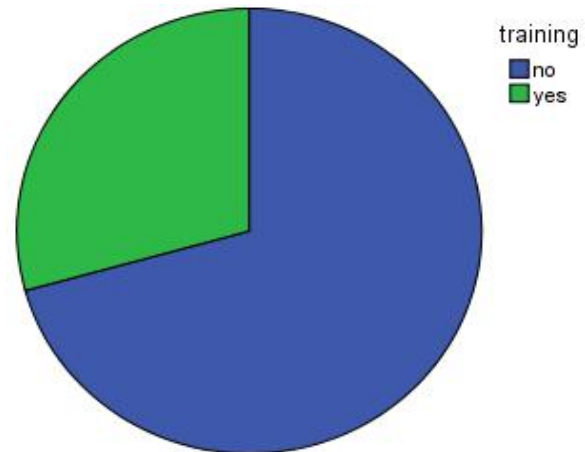
This result is similar to other findings. In a study conducted in Saudi Arabia, Alzuoud et Gaudel (2020), concluded that the teaching of language and core skills is vital to the success of ELT. However, they recommended the integration of teacher-training course to facilitate teachers' mission. Subramaniam (2020) also asserted that the effective integration of soft skills in teaching is conditioned by providing teachers with pre-service trainings that involve "detailed content, skill specification, teaching and learning activities and evaluation". And this, should be integrated in the curriculum of teachers' training centers or institutes.

In Morocco, English teachers do not benefit from comprehensive trainings, the main focus is the teaching and learning of language skills. That is why, teachers expressed their urgent need for trainings to integrate core skills such as intercultural competence, critical thinking, problem-solving, leadership and others. Fortunately, some countries in Europe and Asia in addition to the United States started to incorporate global citizenship issues in teachers' trainings (Davies and Pike,2010). Assisou et al. (2023) reported that when English teachers were asked about their teaching effectiveness, most of them were hesitant and listed a number of barriers that impede their teaching, among which we find the lack of inadequate training opportunities. In fact, trainings can develop their teachers' leadership and increase their readiness to develop students' employability skills. Consequently, the effective integration of soft skills in ELT reflects teachers' attitudes, skills and knowledge.

The integration of Leadership and global citizenship in ELT is better optimized by being aware of the most important global leadership skills that students' need for employability. The participants were asked to select the most important leadership and global citizenship skills relevant for employability skills development in ELT,

through a five-point likert scale question. The scale was coded as explained in table1. and to analyze this interval scale, the mean is very significant (Pimentel, 2010):

From 1 to 1.8 = not important

From 1.81 to 2.60 = moderately important

From 2.61 to 3.40 = neutral

From 3.41 to 4.20= important

From 4.21 to 5 = very important

The distribution of means in the table revealed that the participants believe all the proposed global leadership skills are very important to promote in ELT but the highest mean M=4.40 was noticed in developing intercultural awareness and demonstrating understanding of team values and culture. This fact confirms the idea that ELT can promote different students' leadership and global citizenship skills especially intercultural competence. Teachers think that ELT can enhance leadership skills by encouraging students to fulfill their own responsibilities and roles within groups, taking initiatives, managing teams and adopting a strategic approach in work. Additionally, it can enhance their global citizenship by developing their intercultural awareness, helping them to address global issues and taking initiatives globally which guide them to understand the team values and culture.

All the leadership and global citizenship skills proposed were adapted and adopted from the Cambridge employability skills framework for ELT (2022). The framework provides a map of the most important employability skills that employers need, and allows English teachers to gain a deeper understanding of the subskills involved in each one, to integrate them into their teaching. The framework proposes eight key areas of competency: collaboration and teamwork, communication, innovation and problem solving, critical thinking and decision making, professional development and management, emotional intelligence, digital literacy and leadership and global citizenship. This latter, is divided into the component skills listed in table 1.

In literature, though studies investigated employers demands in many countries to try to identify the most important skills to develop among graduates (Bennett,2002; Bouzidi, 2009; Mansour et Dean ,2016; Vivian et al.,2018; Tejan and Sabil,2019; Belkbir,2023). Until now, there is no agreement on the most or least important employability skills to develop. Nevertheless, the Cambridge framework offers a new and unique perspective of employability skills, as it relates them to the teaching and learning of English.

Table 1.: Teachers' perceptions regarding the most important leadership and global citizenship skills to promote in ELT.

Global leadership skills	N	Min	Max	Mean
• Fulfill own responsibilities within a team.	58	2	5	4,22
• Understand the role and responsibilities of the team.	58	2	5	4,38
• Take the initiative to address issues.	58	2	5	4,29
• Manage groups of people effectively.	58	2	5	4,26
• Take a strategic approach to one's area of work.	58	2	5	4,22
• Generate support through effective communicative strategies.	58	2	5	4,22
• Encourage new initiatives on global issues.	58	2	5	4,05
• Develop intercultural awareness.	58	2	5	4,40
• Demonstrate awareness of ethical issues relating to organizations.	58	2	5	4,33
• Demonstrate understanding of the team values and culture.	58	3	5	4,40
Valid N	58			

Not important (1), Moderately Important (2), Neutral (3), Important (4), Very Important (5).

The development of global leadership in ELT classrooms requires the adoption of innovative teaching and learning methods that match students' needs, interests and learning styles. The table above clearly presents the most effective classroom practices selected by teachers. According to the means, all of the classroom practices proposed are

perceived as important to develop students' global leadership but the highest means were noticed in giving students actual responsibilities (M=4,19), encouraging students to volunteer and help others (M=4,10), assigning presentations individually or in groups, using games and

encouraging students to explore activities and clubs (M=4,09).

Although educational policies highlighted the importance of preparing students to become global future leaders, no serious measures or implementation procedures were taken to reach this goal (Al Idrissi et al, 2021; Al Abri et al,2022).

To enable students to understand themselves and others and manage their interpersonal relationships and interact with others from a global perspective, "educators must address leadership development through an innovative, multi-dimensional approach of examination, education, experience, and exposure" Cohen (2010) cited by Bletsher et al. (2017).

Table 2: Teachers' perceptions about the most effective classroom practices to develop leadership and global citizenship.

Classroom practices	N	Min	Max	Mean
• Have students describe their roles and responsibilities in a group work.	58	1	5	3,78
• Give opportunities for each learner to take the role of the leader.	58	2	5	3,98
• Encourage students to search how organizations address global issues.	58	1	5	3,60
• Encourage students to discuss how they exercise their rights and duties in the community.	58	1	5	3,98
• Assign role plays.	58	2	5	3,98
• Discuss controversial issues of opposing views.	58	2	5	4,02
• Encourage students to set goals either individually or in groups.	58	2	5	3,91
• Find examples of successful leaders you can use to teach your students about leadership skills.	58	2	5	3,74
• Encourage students to volunteer and help others.	58	2	5	4,10
• Assign presentation projects either individually or in groups.	58	2	5	4,09
• Give your students actual responsibilities.	58	2	5	4,19
• Encourage your students to explore activities and clubs.	58	2	5	4,09
• Conduct debates.	58	2	5	4,02
• Use games to teach students how to play fair and stay positive in a competition.	58	2	5	4,09
Valid N	58			

Not important (1), Moderately Important (2), Neutral (3), Important (4), Very Important (5).

Many researchers and scientists proposed the experiential-learning approach to develop students' global leadership (Braskamp,2008; Bletscher et al.,2017; Pang and Yeung,2019; Uaikhanova ,2022).Students seem to like experiential learning in the form of internships, education abroad, community research and service learning, which offers them better opportunities for reflection, analysis , synthesis and essential for their holistic development (Braskamp ,2008) .Eventually , giving students actual responsibilities , encouraging them to volunteer and help others , and giving each learner the chance to take the role of the leader , constitute a positive context for active learning based on being involved in interactive learning experiences that enhance students' global leadership skills.

In the same regard, it is essential to immerse students in emotionally rich and cognitively complex learning experiences that present multiple occasions to deal with and discuss global and local differences to improve students' communicative skills and information processing strategies (Bloch and Booske ,2009). Raising discussions around globally oriented issues appears to train learners on listening actively to others, communicating their ideas effectively and providing tangible arguments. Also, it teaches them to respect opposing point of views and enlarges their breadth of thinking. For this reason and others, conducting debates and discussions on controversial issues in ELT classrooms and discussing how student exercise their rights and duties in the community, enhances students' personal skills such as critical thinking and problem solving and raises their awareness towards active citizenship (OXFAM, 2015). However, this is not possible if students lack information literacy skills.

In order to have access to a wide range of information worldwide, students ought to recognize when information is needed, have to ability to locate it, evaluate it, create it and use it effectively (American Library Association ,2000). Information literacy skills enable students to keep up with the latest information on world issues, know about the current and future challenges that can face humanity in all nations. Moreover, having updated background knowledge facilitates individuals' social inclusion and helps them to achieve personal and professional goals (UN,2016). Educators can take full advantage of information literacy if it is linked to the integration of Information and Communication Technology (ICT) tools and gadgets in ELT classrooms. Students must be offered opportunities to do research on global matters, give presentations either individually or in groups based on previous research and information analysis and encourage them to explore how organizations address global issues. This would guide them to use different internet and multimedia sources adequately and appropriately.

Consequently, flipped classroom strategy can be adopted to allow students to interact with different technological tools and come up with new knowledge that can be shared later in classroom discussions either in individual or in group work activities. Since information literacy skills are among the most sought employability skills by employers around the globe and the association between English language learning and technology seems to be highly advantageous, learners can benefit from the potential of ELT and become successful global leaders.

Teachers' role in developing students' leadership and global citizenship is greatly determined by their classroom management strategies. In order to develop global leadership, the role of the teacher is often that of facilitator and supporter, as students train themselves to negotiate, make decisions, solve problems and work either individually or with others (OXFAM,2015). Furthermore, teachers are supposed to create a positive environment in ELT classrooms, to raise students' motivation and engagement. Involving students in fun, interesting and exciting learning experiences is vital not only to achieve the desired learning outcomes but to disseminate cultural values such as tolerance, coexistence, cooperation, initiative and others. Likewise, studying in a pleasant, democratic and stress-free environment supports students in their emotional journey towards academic achievement.

To do this, teachers can use games and fun activities. Also, allow students to express their opinions and share their feelings. In this regard, Al Abri (2022) argues that listening to students, sharing thoughts and ideas with them about global issues, contribute to global citizenship education

(GCED). In addition to that, developing leadership and global citizenship entails transcending classroom settings into community-based learning experiences. Students should be encouraged to join clubs, centers, associations and community networks both at the local and international levels so as to apply their leadership skills and competencies in authentic and real-life contexts. Such occasions expose students to relational and cross-cultural interactions that foster their global engagement and enhance their global leadership skills like critical thinking, self-awareness, empathy and effective communicative skills (Bletsher,2017). Ultimately, developing global leadership in ELT classrooms necessitates a multi-dimensional, globally-oriented and technology-based approach to empower students' leadership and global citizenship skills.

Since that leadership and global citizenship are among the most sought employability skills today, being equipped with this kind of skills gives candidates an edge and show employers the great potential they can bring to their businesses. Leadership and global citizenship skills can increase applicants' competitiveness and their chances of finding satisfying jobs. Additionally, their ability to get job opportunities in different international cross-cultural contexts arises. This fact also benefits employers as they find qualified employees ready to face the workplace challenges and to contribute to the success of the businesses they belong to. Eventually, fostering global leadership skills among language learners does not only assist their personal and professional growth but it is also a real booster for economy, that enhances its productivity and sustainability locally and globally.

V. IMPLICATIONS AND RECOMMENDATIONS FOR THEORY AND PRACTICE

Implications for future research:

In literature, there is a scarcity of research on leadership and global citizenship in ELT contexts. For this reason and others, researchers, educators and syllabus designers should conduct more research on this issue to unveil many of the aspects that are still ambiguous such as the creation and implementation of global leadership programs, curriculum development, classroom practices, teachers' and students' perceptions and other topics that can help to understand global leadership and suggest effective strategies and procedures to develop it among language learners.

Future researches may adopt more in-depth research approaches using qualitative research methods and instruments based on classroom observation in order to have a concrete idea of teachers' strategies to develop global leadership in ELT classrooms. Moreover,

undertaking cross-sectional or longitudinal experimental studies can provide valuable insights on the effects of global leadership programs application on students' skills development levels over defined periods of time. In Morocco, researches on leadership and global citizenship were limited to textbook and educational policies' analyses (Laadem,2019; El Bakkali, 2020; Ait-Bouzid,2020; Idrissi et al., 2021). As a result, more empirical studies are needed to stress upon the actual development of global leadership skills among Moroccan students in relation to the job market demands.

Implications and recommendations for future practice:

Investigating Moroccan ELT teachers' perceptions regarding the development of leadership and global citizenship in ELT for employability skills development has helped to come up with a set of recommendations that foster Moroccan students' global leadership skills:

- Educational policies have to be translated into clear and definite measures to develop leadership and global citizenship.

- ELT teachers' pre-service and in-service trainings should involve global leadership education to raise teachers' awareness to the importance of developing these skills among language learners and to train them on the most appropriate strategies to reach this objective.

- Curriculum developers ought to integrate leadership and global citizenship skills while designing syllabi for English language learners. Also, more globally oriented materials and resources should be available for ELT teachers.

- Institutions should make ICT tools available for both teachers and students in order to have immediate and permanent access to information.

- Teachers and students should benefit from internet connection in their classrooms and on campus.

- Institutions need to build international partnerships to enable students to use the English language in authentic settings and to enhance their global citizenship awareness and leadership skills.

- Teachers need to adopt innovative teaching and learning methods such as blended learning, community-based learning and project-based learning to transcend classroom settings and encourage life-long learning.

- Experiential learning seems to provide a positive background for global leadership skills development by engaging students in actual responsibilities and tasks that prepare them to become future leaders.

- Educational institutions should be more open to the global economy by equipping learners with the necessary job requirements that meet the global market needs.

- Teachers ought to create a safe, positive and democratic learning environment to motivate students and engage them to achieve a better academic and professional performance.

- Integrating soft skills in ELT is pivotal for students' personal and professional growth.

VI.   LIMITATIONS

The study contributes to expanding literature on global leadership particularly in the Moroccan context, where there is a shortage of studies examining this issue. However, the study is limited by the number of respondents, that is why future researches with larger samples can help to reach more reliable and valid results. Furthermore, the lack of empirical studies on the research topic hindered the in-depth exploration of ELT classroom practices that promote leadership and global citizenship promotion. Still, the current study has shed light on the necessity of bridging the gap between ELT classrooms and the global economy through the empowerment of employability skills specifically leadership and global citizenship.

VII.   CONCLUSION

The investigation of the perceptions of Moroccan ELT teachers regarding the promotion of global leadership in ELT for employability revealed that teachers hold positive attitudes towards developing leadership and global citizenship in ELT settings. Teachers believe that ELT promotes leadership and global citizenship skills in particular developing intercultural awareness and understanding others values and culture. Additionally, teachers highlighted the significance of soft skills development for increased employability. Yet, the development of these skills entails the implementation of a multi-dimensional approach to English language teaching that proposes rich, interesting and pleasant learning experiences, which do not only respond to students' various needs and preferences to succeed academically but also contribute to their prosperity as future active citizens.

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