

## **The Acquisition of Attitudes and Professional Skills for Global Citizenship through Second Language Learning at a Bilingual Education Provider in Thailand**

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### **Abstract**

This research is based on arguments that second language learning helps build up the degree of the acquisition of positive attitudes and professional skills for global citizenship in bilingual students studying in a bilingual education provider with a minimum of six years. Purposive sampling and quantitative research methods were used in order to test two hypotheses, which were cross checked by qualitative interview data. Both quantitative and qualitative data revealed positive findings, in that the 158 participants acquired attitudes and professional skills for global citizenship at a very high level and that the samples were representative of the population in the present study. This study contributes to the growing body of knowledge on the advantages of second language learning in a formal bilingual setting, that are attitudes and professional skills for global citizenship acquired by bilingual students.

**Keywords:** *Attitude for Global Citizenship, Professional Skills for Global Citizenship, Bilingual Students, Second Language Learning, Bilingual Education Provider*

### **1. Introduction**

Globalization has led to the necessity of bilingualism because the world is now conceived as a global village which is interconnected. With advancement in transportation, communication, media, the Internet and technology, the world is basically connected and everyone in the world is linked (Dalglish, 2006). Unavoidably, the influence of globalization has led people from seeing themselves as just citizens of one nation to being citizens of the world or global citizens. With globalization comes a free flow of people, ideas, and products across the boundaries of nations. Globalization also enables individuals to become global citizens. A global citizen is a person who is aware of, and understands the wider world and his or her place in it (Oxfam, 2006).

Learning a second language is an important tool for global citizenship. On the one hand, the advantages of bilingualism at childhood stage as expressed by Lanza (1997) include the effect it has on a child's identity, networks of friends and acquaintances, schooling, employment, marriage, preferred area of residence, travel and thinking. Bilingual and multilingual learners as studies show tend to be better in social and cognitive skills when compared to monolinguals (Kulkarni, 2003). In addition to open-mindedness, bilingual children enjoy cognitive benefits such as improvement of executive functions, necessary for problem solving and other mentally demanding activities (Vernon, 1976). Bilingual learners also

demonstrate remarkable communication skills (Bransford, 1990). On the other hand, scholars have explored the disadvantages of bilingual education. For example, Gaille (2017), a bilingual educator, concludes on the disadvantages of bilingual education in America that education taught in a second language is inconsistent because some school districts stop their bilingual education in high school while other school districts do not offer a bilingual education as an option. This particular disadvantage is also applicable in Thailand.

It appears that there are more advantages of bilingualism than the disadvantages. However, a learner's connection to a second language could also be shaped either in a formal setting such as schools and language centers or in an informal setting such as interactions with friends from the countries those languages are spoken and travelling. Formal education mostly through but not restricted to international education in recent times has evidently promoted bilingual education because the international education involves a comprehensive approach to education, preparing students intentionally to be active and engaged participants in global contexts (Hurajova, 2015). Many providers of international education are existent. Among them, the Cambridge Program and the International Baccalaureate (IB) Program are famous. However, the IB has philosophy with five key components in its curriculum, namely, attitudes, knowledge, key concepts, skills and action.

With all the advantages of bilingualism explored here, the IB posits that attitudes (i.e. appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance) and skills (i.e. thinking skills, social etiquette, self-management skills, communication skills, and research skills, considered professional) are developed as the learner undergoes the process of second language learning mostly at bilingual education providers to become a global citizen. An example of a formal bilingual setting is where learners go through the process of second language learning in line with the IB's (2010) philosophy to become a global citizen. This present study seeks to investigate the degree of the acquisition of attitude and professional skills for global citizenship influenced by second language learning at a bilingual education provider in Thailand. The school has used the IB curriculum with those five philosophical components with the Thai Ministry of Education (MOE); courses are taught in both English and Thai. However, the present study only focuses on attitudes and professional skills,

## **2. Objectives**

This present study primarily aims at investigating to what degree:

- 1) bilingual students have acquired attitudes for global citizenship through the learning of a second language at a bilingual education provider in Thailand; and
- 2) bilingual students have acquired professional skills for global citizenship through the learning of a second language at a bilingual education provider in Thailand.

## **3. Related Literature Review and Hypotheses**

Second language learning with appropriate strategies of acquisition has shown to offer cognitive, academic, personal, societal and economic advantages (Barac et al., 2012; Morales et al., 2013). In a similar vein, appropriate strategies and theories of acquiring attitudes and

professional skills affirm the effectiveness of second language learning. When the proper strategy of learning is applied, the resultant effects become the hypotheses in the present study, in that learning a second language brings about the acquisition of attitudes and professional skills on the learners who have studied in a bilingual education program for at least six years.

International education providers, especially the IB, have developed their curriculum to enhance these five essential elements - attitudes, knowledge, key concepts, skills and action – in their students. According to the IB (2010), when bilingual students are able to properly utilize the five elements, the result is the acquisition of the profiles of a learner, namely, inquirers, thinkers, knowledgeable, communicators, principled, open minded, risk taker, caring, balanced and reflective. Their knowledge, key concepts and action can be tested by examination. Despite all the five essential components, the present study only emphasizes attitudes and professional skills, which can be tested by self-assessment because they are of more practical use and can easily be seen in real life and situational work.

In addition, there are only few studies (i.e. Siegel, 2003; Dewaele & Wei, 2013; Morales et al., 2013) into this area, which investigated the relationship between attitude, skills and second language learning in other social contexts but not in a formal bilingual education setting. Second, these studies only examined one aspect of skills and attitudes or another, not attitudes and skills holistically. They are not specific to a formal bilingual social context like an international bilingual education, either. The studies were carried out in an informal bilingual social context such as family, peer groups and monolingual education setting. Since the settings are not specified as formal bilingual institutions which often carry out the bilingual program for global citizenship, which raises the interest in the current research. As a result, second language learning for at least six years in a formal bilingual setting is an independent variable in this study. The dependent variables are the degree to which bilingual students acquire attitudes for global citizenship (dependent variable 1) and professional skills for global citizenship (dependent variable 2). Two hypotheses were generated below to meet the objectives.

H.1 Second language learning enhances the acquisition of bilingual students' attitudes for global citizenship at a high level.

H.2 Second language learning enhances the acquisition of bilingual students' professional skills for global citizenship at a high level.

#### **4. Method**

This study used explanatory sequential mixed methods which allows a complete and synergetic utilization of data and enhances the validation of findings using quantitative and qualitative data sources (Homer et al., 2008). Qualitative data were used to explore and confirm quantitative findings (Nutting, et al., 2009), and to augment quantitative outcome (Palinkas et al., 2011).

##### **4.1 Population and sample**

The target population was made up of seventh to twelfth grade students from a bilingual education provider in Thailand that used the IB curriculum during the 2020 academic year,

with a total number of 270 students ( $N = 270$ ). Those students were selected because they are from Thailand and have studied continuously in the bilingual school since their early years of formal education. They have been in the bilingual program for more than 6 years and have sat for O-NET Test when they were in grade 3 and grade 6 and thus proficient in bilingualism. Since the size of the population was 270, according to Johnson and Christensen (2014), the recommended sample size ( $n$ ) is between 155 and 159.

## **4.2 Research Instruments**

Two main instruments, questionnaire and interview questions, were employed to attain balanced data in this study.

### **4.2.1 Questionnaire**

The questionnaire was constructed in parallel with the IB's (2010) philosophy. The first part was the demographics: the participants' gender, age, nationality, grade level, first language, most spoken language, and the length of study in a bilingual program. The second part measured to what degree second language learning helps learners in the acquisition of attitudes and professional skills for global citizenship, constructed in relation to definitions of two key terms: attitudes for global citizenship and professional skills for global citizenship. The former refers to the acquired tendency bilingual students use to evaluate (Gans, 2017) the IB's (2010) philosophy, which aims at enhancing them towards global citizenship. The attitude for global citizenship consisted of 12 attributes: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance (ibid, 2010). The latter is career competencies necessary for bilingual learners' usage in life with an aim of enhancing them towards global citizenship (ibid, 2010). These skills include research skills, social skills, communication skills, self-management skills and thinking skills.

There were 71 items in total. Thirty-five items dealt with the twelve attitudes while 36 items dealt with the five skills mentioned in the definitions of terms. The questionnaire used a five-point Likert scale ranging from 'strongly disagree' to 'strongly agree' (Brown, 2010). For the validity of the instrument, the developed questionnaire (IOC) was checked and approved by three experts. The reliability level of the 71 questionnaires items tested with Cronbach's alpha ( $\alpha$ ) formula was '0.948', considered 'excellent'. After IOC approval was obtained, the researcher conducted a pilot-test with a convenience sample of 30 participants from a group of students at a bilingual school.

### **4.2.2 Interview questions**

To supplement the largely quantitative questionnaire, semi-structured interviews were conducted as a means of collecting qualitative data. The semi-structured interviews which included a number of planned questions with the goal of validating findings from qualitative data were used. There were seventeen open-ended questions for the interviews focusing on all the 12 components of attitudes and 5 components of professional skills for global citizenship as listed in the introductory part of this article.

### 4.3 Data Collection

All students from 7<sup>th</sup> to 12<sup>th</sup> grades who had been in a bilingual program minimally for six years were invited to participate in the study on a voluntary basis. A total number of 158 students (n = 158) completed the online questionnaire; this number represented the population. The procedure for quantitative and qualitative data collection started with requesting a consent letter from the University, and then submitting the consent form to the research setting for approval before data collection. After the approval had been granted by the school, the 7<sup>th</sup> to 12<sup>th</sup> graders were informed on the purpose of the survey. The quantitative data collection was first carried out by administering an online questionnaire within the month of July 2020, which was the first semester in the academic year 2020. The participants were then asked to complete the online questionnaire individually and to submit it via the online system.

The questionnaire survey demanded approximately 15-30 minutes to complete. The qualitative data collection using a semi-structured interview with 10 students was conducted sequentially and voluntarily after completing the online questionnaire. In this procedure, each interview session required approximately 10-15 minutes with audio recording and notes taken. Notes were basically taken because some of the participants were not comfortable with recorded audio, and the researcher needed to create a conducive atmosphere for open and deep discussions.

### 4.4 Data Analysis

#### 4.4.1 Quantitative data analysis

To interpret the quantitative data answering the hypotheses, the data collected through the questionnaire were analyzed statistically by IBM SPSS 21 software with the descriptive statistics frequency, mean, and standard deviation and they were interpreted based on 5-rating scales in Table 1.

**Table 1: Likert scale range explanation**

Level	Very high	High	Medium	Low	Very low
Mean score	4.10-5.00	3.10-4.09	2.10-3.09	1.10-2.09	0.00-1.09

#### 4.4.2 Qualitative data analysis

This study sought to investigate the degree to which bilingual students have acquired attitudes and professional skills for global citizenship through the learning of a second language at a bilingual education provider in Thailand by means of explanatory sequential mixed methods, so thematic analysis was used to analyze data from the semi structured interviews. It is useful for both explorative studies and for deductive studies where the researcher knows exactly what he or she is investigating (Clarke & Braun, 2012). In this case, the researcher predetermined themes based on the components of attitudes and professional skills for global citizenship. The data analysis involved these procedures: 1) transcribing the audio; 2) reading and re-reading the notes taken; 3) categorizing the data across the different

interviews under the various themes from the components of attitudes and professional skills for global citizenship; 4) reviewing; and 5) producing the report to support the quantitative data.

## **5. Findings and Discussion**

### **5.1 Demographic details**

The questionnaire was voluntarily completed by 158 bilingual students.

#### **5.1.1 Gender**

Among the participants, 97 (61.4%) were male while 61 (38.6%) were female.

#### **5.1.2 Age**

One hundred and forty-seven students (93%) were between the ages of 16 and 20. Six participants (3.8%) were between 12 and 15. Three participants (1.9%) were above 20 years of age. Two participants (1.3%) were between 7 and 11 years old.

#### **5.1.3 Nationality**

A number of 139 participants were Thais (88%) while 19 (12%) were Chinese.

#### **5.1.4 Grade level**

Seventy-five participants (47.5%) were in the 11<sup>th</sup> grade, while 38 (24.1%) were in the 10<sup>th</sup> grade, 21 (13.3%) were in the 9<sup>th</sup> grade, 20 (12.7%) were in the 12<sup>th</sup> grade, 2 (1.3%) were in the 8<sup>th</sup> grade and 2 (1.3%) in the 7<sup>th</sup> grade.

#### **5.1.5 First language**

While 136 participants (86.1%) had Thai as their first language, 20 others (12.7%) had Chinese as their first language and 2 others (1.3%) had English as their first language.

#### **5.1.6 Number of years in a bilingual program**

The number of 37 participants (23.4%) had spent nine years in a bilingual program, 34 students (21.5%) spent eleven years, and 31 students (19.6%) spent ten years. Twenty participants (12.7%) had been studying in the bilingual program for eight years, 19 students (12%) for twelve years, 12 students (7.6%) for seven years, and 5 (3.2%) students for six years.

## **5.2 Hypothesis 1**

The data from the quantitative findings confirmed the first hypothesis which stated that second language learning enhances the acquisition of bilingual students' attitudes for global citizenship at a high level. All the items that measured the 12 attitudinal components of the 158 bilingual students who participated in this study contained mean scores above 4.10, which read 'very high'. It means that all students, who were male and female, whose age ranged from 8 to 20, and who were either from Thailand or China, between grades 7 and 12 with English, Thai, or Chinese as their first and most spoken language, studying minimally six years in the bilingual education provider have acquired attitudes for global citizenship, as promised by the IB (2010). In addition, the qualitative findings support the quantitative outcomes, discussed in details below.

### **5.2.1 Appreciation**

First, appreciation ( $\bar{x} = 4.59$ ) was justified by the response from the interviewees that the learning a second language in a bilingual setting connects them to not only a language but also a culture that initiates and sustains curiosity to discover more about the world, and the more they explore, the more they appreciate the world. In addition, meeting foreign teachers, learning foreign languages (English and Mandarin) and studying in both English and Thai languages have helped them to appreciate people of the world. The interviewees as second language learners understand that everyone is unique and being a bilingual has opened up ways to make new friends and appreciate other people. In line with Peterson and Bronwyn (2003), through the study of a second language, students gain knowledge and understanding of a wider world and appreciate this world view and the people in the world. Through the study of other languages, students gain knowledge and understanding of the cultures that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs (National Standards in Foreign Language Education Project, 1996, p.27).

### **5.2.2 Commitment**

Second, commitment ( $\bar{x} = 4.62$ ) was justified by the responses from the interviewees that applying all the strategies in learning a second language, and consequently being able to study with two different languages has made them to be more serious since it is more challenging and requires much effort to be better in their own learning. It is not easy to study with two languages, especially with a second language. It needs persevering and constant practice, so this has also helped them to learn how to persevere in real life situations. These particular aspects are parallel with Myles's (2002) assertion that study with a second language enhances the learners' commitment to hard work and studies.

### **5.2.3 Confidence**

Third, confidence ( $\bar{x} = 4.45$ ) was justified by the responses from the interviewees that learning a second language and studying in both English and Thai for 8 years has developed that confidence feeling in what they can do as learners. The study of all courses in a language one has learned is itself a risk because he or she has to take examinations in that language they have learned. The findings are in line with Mason's (2006) opinion that students who speak two languages possess higher self-esteem than students who only speak one language, which can go a long way in approaching new challenges at school and work.

### **5.2.4 Cooperation**

Fourth, cooperation ( $\bar{x} = 4.58$ ), was justified by the responses from the interviewees that learning the IB curriculum and Cambridge and being exposed to a second language has made them to be able to work together and participate more in team work. They contribute to class discussions and work with others in teams to achieve the teams' goals with the help of a bilingual environment that inspires them. The findings also agree with the assertions of Mason (2006), Iwai (2000), Lancaster and Strand (2001) that second language learning promotes confidence, self-esteem and social skills in language use and enhances academic achievement

among students who also derive positive social benefits in the spirit of cooperation with their peers in the classroom.

### **5.2.5 Creativity**

Fifth, creativity ( $\bar{x}=4.64$ ) was justified by the responses from the interviewees that their level of creativity has increased since they started learning a second language with all the strategies of language learning in a bilingual school some 7 years ago because they could use their imaginations to come up with works in both languages and in their approaches to problems and dilemmas. The findings agree with the opinions of Ghonsooly and Shoghi (2012) that on one hand, bilingualism enhances cognitive functions such as planning, cognitive flexibility and working memory. On the other hand, creativity is heavily dependent on the strength and power of these functions. Therefore, the more vastly the cognitive functions are improved, the greater levels of creativity will be attained.

### **5.2.6 Curiosity**

Sixth, curiosity ( $\bar{x}=4.63$ ) was justified by the response from the interviewees that the more they used vocabulary from the second language they learned, the more curious they were to find out where these words came from. For example, they found out that some English words were of Latin and French origin and were curious about the nature of their own learning from the ability to speak and study with two languages. Being more exposed to the world from the study of two languages also brought out a natural curiosity in them to explore other languages. The findings also agree with Kharkhurin's (2008) position that creativity is enhanced by cognitive functions, so it can be expected that developments in bilinguals' cognitive functions facilitate creative abilities.

### **5.2.7 Empathy**

Seventh, empathy ( $\bar{x}=4.64$ ) was justified by the response from the interviewees that through their studies of a second language in a formal bilingual setting, they have come to learn more about the world and its people. They have realized that they were all the same and that has made them feel more empathetic and placing themselves in the other person's situation. The findings are in line with Mower's (2018) position stating that learning a second language creates empathy in the learner due to its exposure to the other cultures of the world.

### **5.2.8 Enthusiasm**

Eighth, enthusiasm ( $\bar{x}=4.64$ ) was justified by the responses from the interviewees that second language learning in a bilingual program has developed in the them that intense eagerness and interest because the more they use a second language to communicate with people, the more they make new friends both online and on face to face basis, the more interesting for them to learn. This also makes other things in life interesting for them. The findings also agree with Mason (2018) suggestion that learning a second language arouses in the learner some enthusiasm to be perfect in such language and communicate through it.

### **5.2.9 Independence**

Ninth, independence ( $\bar{x}=4.67$ ) was justified by the response from the interviewee that they have seen themselves gradually being independent due to contacts with a second language which involves learning the language and using it in studies and in real life. Some said that

before their studies in a bilingual school, they were not able to speak to other students who were not from Thailand. Some learners had depended on others to help them communicate and even do other things online that were not in their local dialect, but after studying a second language, they became independent in their conversations and other things they did. The findings are in line with White's (2008) assertion that learning a foreign language and being able to use it boast learners' independence.

#### **5.2.10 Integrity**

Tenth, integrity ( $\bar{x}$  = 4.68) was justified by the response from the interviewees that learning and using a second language have helped them learn about the fact that honesty was a universal moral expectation and value. Honest people have always been praised and seen as models in all cultures. They wished to imitate these models. The findings also correspond with Lancaster and Strand (2001) opinion, that integrity can be built on experience and contact with other cultures through learning a second language.

#### **5.2.11 Respect**

Eleventh, respect ( $\bar{x}$  = 4.61) was justified by the responses from the interviewees that contact with the external world through learning and using a second language has taught them that to be valued, they have to respect themselves first so that they can gain the respect of others and preserve their dignity. As a result of being open minded, they see others as myself and they think everyone else deserves to be respected. The finding is in line with De Valoes (2014), that the study of foreign languages teaches and encourages respect for other peoples: it fosters an understanding of the interrelation of language and human nature.

#### **5.2.12 Tolerance**

Finally, tolerance ( $\bar{x}$  = 4.55) was justified by the response from the interview that learning and using a second language has exposed them to people from diverse culture and has opened their mind to accepting others and tolerating everyone. They have become sensitive about differences and diversity in the world from learning a second language and this goes a long way to help me in making and keeping friends from other nationalities. The findings also agree with Dewaele and Wei (2013) that knowledge of a second language and the experience of having to cope with learning a second language increase learners' tolerance.

### **5.3 Hypothesis 2**

The data from the quantitative findings confirm the second hypothesis which stated that second language learning enhances the acquisition of bilingual students' professional skills for global citizenship at a high level. All the items that measured the five components of students' professional skills for global citizenship contained mean scores which were higher than 4.10, meaning "very high". It means that all students, male and female, whose age ranged from 8 to 20 and who were either from Thailand or China, between grades 7 to 12, with English, Thai or Chinese as their first and most spoken language, studying minimally 6 years in the bilingual education provider have acquired professional skills for global citizenship, as promised by the IB (2010). In addition, the qualitative findings support the quantitative data discussed in details below.

### **5.3.1 Thinking Skill**

First, thinking skill ( $\bar{x} = 4.70$ ) was justified by the response from the interviewees that learning a second language and using a second language to study their courses need the development of thinking skills. Learning a second language in a bilingual education program has made them use an additional language to develop cognitive thinking in all subjects as they need to think in another language not their mother tongue. The findings also agree with previous studies that individuals who learn a second language are more creative and better at solving complex problems than those who do not (Bamford & Mizokawa, 1991), that second language learners show greater cognitive flexibility, better problem solving and higher order thinking skills (Hakuta, 1986), that foreign language study enhances children's understanding of how language itself works and their ability to manipulate language in the service of thinking and problem solving (Cummins, 1981) and that early language study results in greater skills in divergent thinking and figural creativity (Landry, 1973).

### **5.3.2 Research Skills**

Second, research skill ( $\bar{x} = 4.722$ ) was justified by the responses from the interviewees that second language learning in a bilingual school has helped them develop their research skills. This is because they carry out much research work to be able to understand concepts in both languages. The findings also agree with the affirmations of Rogde, Melby-Lervåg and Lervåg, (2016) that research skills are better developed when learners study a second language.

### **5.3.3 Communication Skill**

Third, communication ( $\bar{x} = 4.75$ ) was justified by the response from the interviews that communication was at the heart of second language learning. It has developed the basic skills of listening, reading, writing and speaking. The findings are in line with the positions of Garfinkel and Tabor (1991), affirming that there is a high positive correlation between foreign language study and improved reading scores and other communication skills for children of average and below average intelligence, and the position of Lapkin, et al (1990) and Ratte (1968) which opines that foreign language learners possess better listening skills and sharper memories than their monolingual peers.

### **5.3.4 Self-management Skill**

Fourth, self-management skill ( $\bar{x} = 4.70$ ) was justified by the response from the interviewees that learning a second language has helped them improve in their time consciousness due to contact with other cultures where keeping to time is essential. The findings are in agreement with Rubin's (2001) position that interaction with other cultures and learning a second language improve a learner's self-management skills.

### **5.3.5 Social Skill**

Finally, social skill ( $\bar{x} = 4.73$ ) was justified by the response from the interviewees that social skills were basic in communicating with foreigners. From learning and using a second language, they have learned and acquired many social skills both inside and outside of the classroom. Since they started studying in a bilingual school and using a second language to learn, they have come in contact with friends from other countries and have practiced the social

skills they have acquired. Learning a second language and using it in the context of a bilingual school where they have other students and teachers from other countries have taught them to be respectful and polite in all social situations. The findings also agree with studies from the Center for Applied Linguistics, by Peterson, E., & Bronwyn, C. (2003) that the benefits to society are many. Americans, fluent in other languages, show improved social skills, global communication and maintain political and security interests.

## **6. Conclusion and Implication**

The aim of this study was to investigate the degree to which bilingual students have acquired attitudes and professional skills for global citizenship through the learning of a second language for at least six years at a bilingual education provider in Thailand. Based on related literature reviews, it was hypothesized that second language learning enhanced the acquisition of bilingual students' attitudes for global citizenship at a high level; and second language learning enhanced the acquisition of bilingual students' professional skills for global citizenship at a high level. Explanatory sequential mixed methods were used in this investigation where quantitative data were primary sources validated and confirmed by qualitative findings. All items in the questionnaire that measured the components of attitudes and professional skills for global citizenship had more than 4.10 on the mean score which rated very high; therefore, both hypotheses were confirmed.

The semi structured interview gave explanation of why participants hold the view that second language learning in a formal bilingual education setting highly enabled learners to acquire attitudes and professional skills for global citizenship. Consequently, the findings from the investigation supports the arguments in the present study that second language learning for minimally six years in a formal bilingual setting with the use of IB curriculum will enhance the acquisition in bilingual students' attitudes and professional skills for global citizenship at a high level. These are data added to previous research studies on the advantages of studying a second language. Additionally, they express the advantages of studying a second language in a formal bilingual setting for more than six years.

By implication, the research gaps aforementioned have been filled by this study. The first research gap was that there are only few studies into this area (Siegel, 2009; Dewaele & Wei, 2013; Morales et al., 2013), which investigated the acquisition of attitude and professional skills for global citizenship influenced by second language in other social contexts but not in a formal bilingual education setting. The findings from this study demonstrated that attitudes and professional skills were acquired in the process of second language learning in a formal bilingual setting. The second research gap was that these researches studied one aspect of skills and attitudes or another, not attitudes and skills holistically. This study focused on all twelve components of attitudes and the five components of professional skills as indicated by the IB (2010).

## **7. Limitation and Recommendations**

A major limitation of this study was the number of participants for the semi structured interview. Since participation was on a voluntary basis, only ten students volunteered to

participate in the semi structured interview. Despite the hypotheses of the study being confirmed by the findings from quantitative data and supported by qualitative data, thus making references for the study, it is recommended that this study be replicated in different social and academic contexts. There should be repeated studies on the extent to which second language learning enhances the acquisition of attitudes and professional skills for global citizenship in a different context.

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