

**ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**INCREASING EFL TEACHERS' AWARENESS ON GLOBAL ISSUES IN ELT
CLASSROOM**

Süleyman Sedat ÇAVDAR

MASTER OF ARTS

ADANA / 2006

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ÖZET**İNGİLİZCE ÖĞRETİMİNDE YABANCI DİL ÖĞRETMENLERİNİN
EVRENSEL KONULAR HAKKINDA FARKINDALIKLARININ
ARTTIRILMASI****Süleyman Sedat ÇAVDAR****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı****Danışman : Doç. Dr. Zuhale OKAN****Eylül, 2006, 105 Sayfa**

Bu çalışma, yabancı dil öğretmenlerinin evrensel eğitim ve evrensel meselelerde ilgilerinin artırılmasını amaçlamak üzere yapılmıştır. Çalışmada, yabancı dil öğretimi, öğrenimi ve değerlendirilmesi konularında Common European Framework (CEF) tarafından önerilen en yeni yaklaşım ve öneriler de dikkate alınarak, içerik merkezli yabancı dil öğretimi temelinde evrensel meseleler ve evrensel değerler açıklanmış, evrensel eğitim konusunda bugüne kadar yapılan çalışmalar hakkında bilgi verilmiştir. Çalışmada ayrıca, bir Avrupa Birliği üyesi olan Yunanistan'da lise düzeyinde görevli İngilizce öğretmenleri ile, sözkonusu oluşuma aday bir ülke olan Türkiye'deki liselerde görevli İngilizce öğretmenlerinin, evrensel eğitim, evrensel meseleler ve evrensel değerler konularındaki görüşleri ve tutumları bir anket aracılığıyla tespit edilmiş ve farklılıklar ortaya konulmuştur.

Çalışmada 109'u Türkiye'yi ve 79'u Yunanistan'ı temsil eden 181 İngilizce öğretmenine bir anket uygulanmış; ayrıca 16 İngilizce öğretmeni ile daha detaylı bilgiye ulaşmak üzere röportaj yapılarak araştırma sorularına cevaplar bulmaya çalışılmıştır.

Anahtar Kelimeler: İçerik Merkezli Dil Öğretimi, Common European Framework, Evrensel Eğitim, Evrensel Meseleler, Evrensel Değerler

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My special thanks goes to Rifat Gür, my friend and colleague, for helping me in every phase of this thesis and sharing all difficulties I faced. Also I would like to express my gratitude to my colleague Mehmet Boyluğ for his suggestions on the analysis of the corpora and the statistics. I want to thank another colleague, George Knoring , in Greece, who helped me very much with the data collection.

I also want to thank to my mother for always believing in me whatever I do, and never questioning my decisions.

Lastly, I want to dedicate this thesis to my wife, Özlem. She is the invisible force who made this thesis possible. I am indebted to her for her courage and support during the every phase of this thesis. I am eternally grateful for her unconditional love and support.

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Not: Bu çalışma (F2006YL15) Ç.Ü. Araştırma Fonu Saymanlığınca desteklenmiştir.

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LIST OF ABBREVIATIONS

AILA	: International Association for Applied Linguistics
BICS	: Basic Interpersonal Communication Skills
CALP	: Cognitive Academic Language Proficiency
CBLI	: Content – Based Language Instruction
CEF	: Common European Framework
EAP	: English for Academic Purposes
EFL	: English as a Foreign Language
ELP	: European language Portfolio
ELT	: English Language Teaching
ESL	: English as a Second Language
EU	: European Union
IATEFL	: International Association of Teachers of English as a Foreign Language
MI	: Multiple Intelligences
NLP	: Neurolinguistic Programming
TESOL	: Teachers of English to Speakers of Other Languages
UNICEF	: United Nations Children’s Fund
WBL	: Whole Brain Learning

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CHAPTER 1

INTRODUCTION

This section presents background to the study, statement of the problem and research questions. The aim of the study and operational definitions are also presented.

1.1. Background to the study

We live in a world that faces serious global issues such as terrorism, racism, pollution, ethnic conflict, poverty, prejudice, social inequality and environmental destruction. The situation has brought the need of preparing students to cope with these problems. Common European Framework has recently suggested the concept of 'Global Education' and its particular relevance to foreign language teaching, focusing on global issues and values as ways of incorporating a global perspective into foreign language education.

The global education approach first emerged in the 1970s and 1980s from new ideas in the field of social studies and education. Global Education is defined as "a new approach to language teaching that consists of efforts to bring about changes in the content, methods and social context of education in order to better prepare students for citizenship in a global age" (cited in Kniep, 1985, 15). It aims to enable students to effectively acquire a foreign language while empowering them with the knowledge, skills, and commitment required by world citizens to solve global problems. The goals of a "global" approach to education are generally divided into knowledge, skills, attitudes, and action: (cited in Cates, 1990, 14)

- Knowledge about world problems is the first goal. If we want students to work for a better world, they must know the nature of world problems, their causes, and viable solutions.

- Acquiring skills—communication, critical and creative thinking, cooperative problem-solving, nonviolent conflict resolution, informed decision making, and the

ability to see issues from multiple perspectives —necessary to solve world problems is the second goal.

- Acquiring global attitudes—global awareness, curiosity, an appreciation of other cultures, respect for diversity, a commitment to justice, and empathy with others—is the third goal.

- The final goal of global education is action —democratic participation in the local and global community to solve world problems.

And Kniep (1987, 69) notes

"Hardly a day goes by without an announcement of terrorist activities, the newest lake poisoned by acid rain, the latest energy crisis, the suffering of displaced people in refugee camps or the repression through violent means of people seeking their human rights".

Brooks (1971, 74) observes that "understanding and appreciating the view of life held by another nation" opens up "a deeper insight into our own". Similar ideas have been cited by other educators (Prodromou, 1988; Adaskou, 29; Yakovchuk, 1990; Kordes, 1990; Hausemann, 1994; Kramer, 1994; Risager, 1998; and Garbey-Savigne, 1999).

The integration of particular content with language teaching aims has brought the study to another area which is called the Content Based Language Instruction (CBLI). CBLI views the target language largely as the vehicle through which subject matter content is learned rather than as the immediate object of study" (Brinton et al., 1989, 5). It is aimed at 'the development of use-oriented second and foreign language skills' and is 'distinguished by the concurrent learning of a specific content and related language use skills' (Wesche, 1993). As Eskey (1997, 48) suggests:

What we teach in any kind of content-based course is not the content itself but some form of the discourse of that content. Thus, for teachers the problem is how to acculturate students to the relevant discourse communities, and for students the problem is how to become acculturated to those communities.

Additionally, it is argued that natural language acquisition occurs in context; natural language is never learned divorced from meaning, and content-based instruction provides a context for meaningful communication to occur (Curtain, 1995; Met, 1991); second language acquisition increases with content-based language instruction, because students learn language best when there is an emphasis on relevant, meaningful content rather than on the language itself. That means second language acquisition is enhanced by comprehensible input (Krashen, 1982; 1985), which is a key pedagogical technique in content-based instruction.

There is also support for CBLI from educational and cognitive psychology. Anderson (1990; 1993), for example, has proposed a cognitive learning theory for instruction that integrates attention to content and language. The presentation of coherent and meaningful information leads to deeper processing, which results in better learning and information that is more elaborated is learned and recalled better. Information that has a greater number of connections to related information promotes better learning that it is more likely that content will have a greater number of connections to other information.

Byrnes (2000) also notes the increasing demands for high levels of literacy in languages other than English. Content-based instruction provides for cognitive engagement; tasks that are intrinsically interesting and cognitively engaging will lead to more and better opportunities for second language acquisition; this is particularly important when one considers the inherent complexity of adult learning. Additionally it emphasizes a connection to real life, real world skills (Curtain, 1995); in content-based classes, students have more opportunities to use the content knowledge and expertise they bring to class.

Krashen (1982) suggests that a second language is most successfully acquired when the conditions are similar to those present in first language acquisition: that is, when the focus of instruction is on meaning rather than on form; when the language input is at or just above the proficiency of the learner; and when there is sufficient opportunity to engage in meaningful use of that language in a relatively anxiety-free environment. This suggests that the focus of the second language classroom should be on something meaningful, such as academic content, and that modification of the target language facilitates language acquisition and makes academic content accessible to second language learners.

Integrated language and content instruction offers a means by which English as a second language students can continue their academic or cognitive development while they are also acquiring academic language proficiency. It also offers a means by which foreign language students can develop fuller proficiency in the foreign language they are studying. In foreign language or two-way bilingual immersion programs, in which a portion of the curriculum is taught through the foreign language, some type of integrated language and content instruction appears to be essential.

Global Education and Global Issues are some of the subjects which can be adapted to language teaching contents. The last ten years have seen an explosion of interest in global issues and global education by the international English teaching profession. One key trend in the English teaching profession linked to the growing interest in global education is a rethinking of basic educational goals, the "why" of English education. A growing number of educators are now beginning to discuss what the aims of English language teaching should be. For example, Brown (1990, 72) phrases this in terms of the mission of the profession:

What are we doing for the Earth? What are we doing to save it? What are the issues? And what on earth does this have to do with you as an ESL teacher? It has everything to do with you as an ESL teacher. Global, peace and environmental issues intrinsically affect every human being on earth. These issues provide content for your content-based humanized teaching of the 90's. We teachers have a mission, a mission of helping everyone in this world communicate with each other to prevent the global disaster ahead. The 90's are in your hands.

Other educators prefer to talk about the moral dimension of English teaching and the need for an approach to language education which aims at fostering a sense of social responsibility in students. The implication here is that we cannot call our English teaching successful if our students, have no social conscience or use their communication skills for international crime, exploitation, or environmental destruction.

In order to bring real world content into the classroom, teachers must step

outside the field of English language teaching to access materials and information from outside sources. A further trend related to the growing interest in global education, therefore, concerns the efforts by English teaching associations to reach out to global issue experts and organizations for ideas, stimulation and resources (Cates, 2000).

Recently, Common European Framework (CEF) which provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe, suggests “thinking globally and acting locally” in the perspective of preparing the students for a changing world. The Council for Cultural Co-operation of the Council of Europe with regard to modern languages has derived its coherence and continuity from adherence to three basic principles set down in the preamble to Recommendation of the Committee of Ministers of the Council of Europe:

- that the rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed, and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding;

- that it is only through a better knowledge of European modern languages that it will be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and co-operation, and overcome prejudice and discrimination;

- that member states, when adopting or developing national policies in the field of modern language learning and teaching, may achieve greater convergence at the European level by means of appropriate arrangements for ongoing co-operation and co-ordination of policies. CEF mainly aims to promote the national and international collaboration of governmental and non-governmental institutions engaged in the development of methods of teaching and evaluation in the field of modern language learning and in the production and use of materials, including institutions engaged in the production and use of multi-media materials and to take such steps as are necessary to complete the establishment of an effective European system of information exchange covering all aspects of language learning, teaching and research, and making full use of information technology. As political objectives of its actions in the field of modern languages are equipping all Europeans for the challenges of intensified international mobility and closer co-operation not only in education, culture and science but also in trade and industry and promoting mutual understanding and tolerance, respect for

identities and cultural diversity through more effective international communication. It also aims to maintain and further develop the richness and diversity of European cultural life through greater mutual knowledge of national and regional languages, including those less widely taught and to meet the needs of a multilingual and multicultural Europe by developing the ability of Europeans to communicate with each other across linguistic and cultural boundaries, which requires a sustained, lifelong effort to be encouraged, put on an organised footing and financed at all levels of education by the competent bodies (Paper of Council of Europe, 2001).

1.2. Statement of the Problem

There are references to “otherness” and the knowledge about the world in CEF: “Descriptors need to remain holistic in order to give an overview; detailed lists of microfunctions, grammatical forms and vocabulary are presented in language specifications for particular languages (e.g. Threshold Level). An analysis of the functions, notions, grammar and vocabulary necessary to perform the communicative tasks described on the scales could be part of the process of developing new sets of language specifications. General competences implied by such a module (e.g. Knowledge of the World, Cognitive skills) could be listed in similar fashion.”

On the other hand, there are many global issues and values that students face in their everyday life. There are good and bad news about them from all over the world. If we need to develop students both language and life skills, are the students aware of such developments related with global issues and do the teachers bring related materials into their language classrooms?

But to what extent do language teachers are aware of the role of the global issues in language teaching or accept the “otherness” either as culture, race or language, environmental issues and bring related materials to the classroom to prepare the learners to a new and better world? Are our students ready to cope with the global problems that they will face in the near future?

1.3. Purpose of the study

This study aims first to identify EFL teachers' attitudes towards Global Issues and values on the base of Content – based Language Instruction and the Common European Framework, and second to find out the differences between the attitudes of EFL teachers from two different countries, and finally to increase the awareness of teachers on using global issues and values in their language classrooms.

1.4. Research questions

The research questions are as follows:

1. What are the attitudes of high school EFL teachers towards applying global issues into their language classrooms in Turkey and Greece?
2. Are there any differences between the attitudes of Turkish high school EFL teachers and Greek high school EFL teachers towards global issues?
3. How should the choice of which global issues and values to consider in foreign language teaching be made?
4. On what scale has the questionnaire used in the study contributed to increasing awareness of Turkish and Greek high school EFL teachers on global issues?

1.5. Operational definitions

In this study following terms should be considered in their meanings below:

- **Content – based Language Instruction (CBLI):** The integration of particular content with language teaching aims.
- **Global Education:** Education which promotes the knowledge, attitudes and skills relevant to living responsibly in a multicultural, interdependent world.
- **Global Issues:** Environmental issues, Peace education issues, Human rights issues, Intercultural communication issues, Socio-economic issues, Health concerns and Linguistic imperialism.
- **Global Values:** A goal or standard vital for living in the interdependent world. Such goals or standards might include justice, freedom, peace, dignity, equality,

rights, democracy, social responsibility, tolerance, independence, environmentalism, multiculturalism, anti-consumerism, and so on.

- **Common European Framework (CEF):** A common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively.

CHAPTER 2

REVIEW OF LITERATURE

This chapter presents relevant literature to integrating global issues into ELT curriculum. It starts with a general overview of the Content Based Language Instruction (CBLI) since it provides the theoretical base for global issues and global education in the field of English Language Teaching. It starts with the definition, the characteristics and the types of CBLI. Then the theories and the pedagogy behind the CBLI and the reasons for CBLI will be discussed. The discussion will be broadened into global issues and global education.

2.1. Content Based Language Instruction

Content - Based Language Instruction (CBLI) is a teaching method that emphasizes learning about something rather than learning about language. Although it is not a new approach, there has been an increased interest in Content-based Language Instruction over the last ten years in English as a Second Language programmes. This interest has now spread to English as a Foreign Language classrooms around the world where teachers are discovering that their students like CBLI and are excited to learn English through meaningful content in language classroom. (Crandall and Tucker, 1990).

From a historical perspective, we shall discuss the communicative language teaching theories which have been ostensibly linked with CBLI. We see that such traditional methods focused on the mastery of structures rather than on communicative proficiency. It was assumed that the greatest problem to the learner was posed by the structural aspects of the target language. Traditionally the routine in the class was to introduce the specific structures and then to make students listen to and practice the structures till they could produce them automatically (D'Anglejan, 1978).

In the early 1980's, applied linguists started to question the theoretical assumptions underlying traditional approaches to language teaching and to develop new

ones emphasizing the functional and communicative potential of language. Sociolinguistic and psycholinguistic research findings have also made them search for a better understanding of the nature of second language learning processes. Human relations, interaction between students and teachers, the role of the affective climate in the classroom became the centre of attention.

With the emergence of such concepts, as ‘communication’ and ‘communicative competence’ have we seen an increasing acceptance of communicative language teaching. Communicative approaches are based on the theory of language as communication. This theory has been developed in part as a reaction to Chomsky’s theory of competence. Chomsky holds the view that (Chomsky in Akünal, 1993, 102):

Linguistic theory is concerned primarily with an ideal speaker listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.

According to Chomsky, it is ‘competence’, defined as ‘the speaker-hearer’s knowledge of language’, which is the focus of linguistic theory and it is this knowledge which enables the speaker to produce grammatically correct sentences. It distinguishes itself from ‘performance’ which is seen as ‘the actual use of language in correct situations.’

Subsequently, numerous versions of Communicative Language Teaching, all of that concentrated on the notion of communicative competence, were developed. These innovative approaches to language teaching catered to the needs of the learner by taking into consideration aspects of the learner’s personality. As Stern (1983, 473) puts it.

The communicative approaches have so profoundly influenced current thought and practice on language teaching strategies that it is hardly possible today to imagine a language pedagogy which does not make some allowance at all levels of teaching for a non-analytical, experiential or participatory, communicative component.

The communicative approach to language teaching which recognizes the importance of students as creative participants in the learning process and also the affective factors that influence learning, gave rise to several methods which can broadly be categorized as humanistic approaches. The first is the Silent Way which has been developed by Gattegno. It is based on the premise that the teacher should remain as silent as possible in the classroom and the learner should be encouraged to produce as much language as possible by using coloured cuisenaire rods (Richards, 1986).

Another method is Communicative Language Learning, developed by Charles Curran, which emphasizes the importance of learner factors and the humanistic side of language learning, and not merely its linguistic dimension. In Community Language Learning, the basic premise comes from psychological counselling techniques. The aim is to build trust between teacher and students by creating a warm and supportive classroom environment.

The third is the Natural Approach, initiated by T. Terrell and S. Krashen. As with almost all other communicative approaches, they see communication as the primary function of the language and claim that the focus in language teaching should be on comprehensible and meaningful activities rather than on the production of grammatically perfect utterances. This approach is based upon Krashen's second language acquisition theory. Krashen and Terrell argue that for successful second language acquisition, all the activities in the classroom should be designed to provide comprehensible input which is the most important element in language acquisition. Common to all versions of communicative language teaching is a more humanistic approach to teaching. The importance of providing learners with opportunities to use their English for communicative purposes is stressed.

In a similar vein, CBLI suggests a learner-centred, interactive and low anxiety situation in which students negotiate the meaning of their subjects. The past twenty years have seen an increase in content focus in primary, secondary, and university language instruction. For example, language immersion programs in primary and secondary education in Canada have developed high levels of proficiency in French as students study their traditional school subjects in their second language (Genesee, 1987; Swain and Lapkin, 1982). Similarly, foreign language classrooms in K-12 education in the US have focused on developing both content and language proficiency in young learners. Language programs in US universities have also increasingly focused on

developing content proficiency in second language learners. Students in the German program at Georgetown University enroll in a content-oriented curriculum which is focused on literary and cultural studies. Graduate students at the Monterey Institute of International Studies in Monterey, California, pursue required coursework in their languages of study (Japanese, Russian, Chinese, Spanish, French, or German) as they earn their Master's degrees in International Business and International Policy Studies. Each of these programs shares a belief in the importance of simultaneously developing academic content knowledge and foreign language proficiency.

2.2. Characteristics of CBLI

Curtain and Pesola (1994, 35) limit the definition of CBLI to those "...curriculum concepts being taught through the foreign language ... appropriate to the grade level of the students..." Genesee (1994, 3), on the other hand, clarifies the concept as "Content need not be academic; it can include any topic, theme, or non-language issue of interest or importance to the learners". Met (1991, 150) agrees that "... 'content' in content-based programs represents material that is cognitively engaging and demanding for the learner, and is material that extends beyond the target language or target culture." In Eskey's terms: (1997, 139)

What we teach in any kind of content-based course is not the content itself but some form of the discourse of that content—not, for example, 'literature' itself (which can only be experienced) but how to analyze literature...for every body of content that we recognize as such—like the physical world or human cultural behavior—there is a discourse community—like physics or anthropology—which provides us with the means to analyze, talk about, and write about that content...Thus, for teachers the problem is how to acculturate students to the relevant discourse communities, and for students the problem is how to become acculturated to those communities.

Content-based Language Instruction is also varied widely in its implementation. However, certain defining characteristics are shared among its various manifestations (Shaw, 1997):

- learners are exposed to language while learning about other content areas
- content areas are relevant to learners' academic and/or professional needs
- language is contextualized through these relevant content areas, and thus is also relevant to learner needs
- support is provided for learners' linguistic development
- a focus is placed on developing academic and/or professional language proficiency
- authentic materials are used to present content matter
- the use of authentic materials lends itself to the integration of skills, to increased motivation and to increased cognitive and linguistic complexity.

Unpacking these seven characteristics leads to dominant themes in Second Language Acquisition theory and research over the last twenty-five years. For example, the role of contextualized, meaningful linguistic input has been at the forefront of second language acquisition research since the late 1970s when Stephen Krashen, noting the ease with which young children seemed to acquire their first languages, entreated language educators to provide second language learners with similar types of "comprehensible input". He believes that by ensuring that learners are encountering language in the context of meaningful exchanges, learners are certain to have access to the various grammatical forms that they would need to become proficient language users (Krashen, 1987).

While Krashen (1987), in fact, denies the value of any type of explicit grammar instruction (a staple feature of many foreign language classrooms), research conducted on the Canadian French immersion programs in the 1980s seems to suggest that some type of linguistic focus may be needed in order to develop learners' academic proficiency. These programs proves largely successful at leading learners to fluent use and comprehension of the French language; however, while these learners share the fluency of native speakers, they lacked the accuracy of their native-speaking counterparts (Harley; Allen; Cummins and Swain, 1990; Swain and Lapkin, 1982).

Cummins notes that while learners' basic interpersonal communication skills appears to develop quickly, learners' cognitive academic language proficiency required more time. He highlights the manner in which different types of classroom tasks and

activities may encourage the development of academic language skills, suggesting that more transmission-based approaches of teaching may not afford learners the opportunities to develop their linguistic proficiency that cooperative learning and project-based work do (1990). He emphasizes the need for activities that focus learners on "message" on "language" and on "use". Seeking means of focusing learners' attention on grammatical form without sacrificing the strengths of meaning-based instruction has been the aim of *focus on form* approaches to language instruction (Long, 1991; Long and Robinson, 1998). Long (1983, 1996) argues in his Interaction Hypothesis that it is when learners are attempting to "negotiate meaning" while engaged in conversation that they are likely to attend to linguistic form as they strive to make their language use more comprehensible for their interlocutor. He proposed that focusing learners' attention on form during meaningful exchanges would be advantageous as "the learner's attention is drawn precisely to a linguistic feature as necessitated by a communicative demand" (Long and Robinson, 1998, 3). This approach is contrasted with a focus on forms approach where the grammatical forms themselves become the focus of the lesson, rather than the meaning being conveyed. For example, if learners are engaged in reporting the results of a science experiment, the teacher might draw their attention to the past perfect in English – a grammatical form needed to report upon science experiments.

Swain's (1993, 1995) Output Hypothesis similarly highlights the opportunities provided to learners as they are engaged in meaningful conversation, noting that it is while producing language that learners have the opportunity to receive feedback on their accuracy and appropriateness, to test hypotheses about their new language, and to develop metalinguistic awareness of language. Her research exploring the language used by learners engaged in collaborative tasks demonstrates that learners do, in fact, negotiate language forms as they work together to negotiate tasks (Swain and Lapkin, 2001).

In CBLI classrooms, such tasks often require engagement with authentic materials. Swain (1993) defines authentic materials as "oral and written texts that occur naturally in the target language environment and that have not been created or edited expressly for language learners". Swaffer (1985) highlights the benefits of using authentic texts in the classroom including:

- increased motivation and interest

- the ability for learners to contribute existing knowledge and schema they may have on a particular topic
- enhanced vocabulary, grammatical and rhetorical structures, and, possibly,
- challenges to existing cultural schemata

The ability of authentic materials to motivate learners should by no means be underestimated. By providing learners with texts that are both relevant to their goals and interests, learners are more likely to have positive attitudes toward the learning situation and to develop a greater awareness of the target language and culture. Furthermore, authentic materials enable learners to interact with the language of native speakers, including its grammatical features, discourse structures, sociolinguistic features, and cultural referents (Biber; Conrad and Reppen, 1994).

2.3. The Theory Behind Content-based Language Instruction

The integration of particular content with language teaching aims or the concurrent teaching of academic subject matter and second language skills is not new. In the 1970s, there has been a trend among linguists towards the study of language through discourse analysis with the recognition that language cannot be studied in isolation from the content in which it is used (Akünal, 1993, 17). As Mohan (cited in Akünal, 1993) put it:

Regarding language as a medium of learning naturally leads to a cross-curriculum perspective. We have seen that regarding specialists contrast learning to read with reading to learn. Writing specialists contrast learning to write with writing to learn. Similarly, language education specialists should distinguish between language learning and using language to learn... Therefore, we need a broad perspective which integrates language and content learning.

Krashen (1982) also suggests that a second language is most successfully acquired when the conditions are similar to those present in first language acquisition: that is, when the focus of instruction is on meaning rather than on form; when the

language input is at or just above the proficiency of the learner; and when there is sufficient opportunity to engage in meaningful use of that language in a relatively anxiety-free environment. This suggests that the focus of the second language classroom should be on something meaningful, such as academic content, and that modification of the target language facilitates language acquisition and makes academic content accessible to second language learners.

The linguistic basis of CBLI has been formulated by Krashen in his second language acquisition theory. Krashen presents five main hypotheses in support of his theory that second language acquisition depends upon a sufficient amount of comprehensible input being provided within a real communication situation. The hypotheses are:

1. The Acquisition / Learning Hypothesis
2. The Monitor Hypothesis
3. The Natural Order Hypothesis
4. The Input Hypothesis
5. The Effective Filter Hypothesis

The main focus of discussion will be on Input Hypothesis as the point is to ascertain whether Krashen's second language acquisition theory really presents a coherent theory for CBLI. The other four hypotheses will not be examined in detail.

The Input Hypothesis mainly states that humans acquire language in only one way, by understanding messages or by receiving 'comprehensible input'. We move from i , our current level, to $i+1$, the next level along the natural order, by understanding input containing $i+1$. (Krashen, 1985, 2).

Krashen regards Input Hypothesis as the single most important concept in second language acquisition in that it attempts to answer the question of how we acquire language (1982). Krashen explains the Input Hypothesis:

1. The Input Hypothesis relates to acquisition, not learning.
2. We acquire by understanding language that contains structure a bit beyond our current level of competence ($i+1$). This is done with the help of context or extralinguistic information.
3. When communication is successful, when the input is understood and there is enough of it, $i+1$ will be provided automatically.
4. Production ability emerges. It is not taught directly. (1982, 21)

In addition to this definition, Krashen also presents evidence in support of this hypothesis. First evidence that Krashen offers is the so-called 'silent period'. Krashen points out that, "in accordance with the Input Hypothesis, speaking ability emerges on its own after enough competence has been developed by listening and understanding" (1982, 27).

Another argument which Krashen puts forward for the Input Hypothesis has to do with exposure to a second language. He makes a distinction between the mere exposure to a second language and the exposure to comprehensible input. He claims that comprehensible input is what leads to a second language acquisition. Krashen suggests that caretaker speech, foreigner talk, teacher talk or any form of simplified input intended for communication is beneficial for language acquisition because it is roughly – tuned to the level of non-native speaker (1985, 9).

Krashen also cites the findings of immersion and sheltered language programmes which will be discussed in this study:

Immersion "works" because, like other good methods, it provides students with a great deal of comprehensible input... The Input Hypothesis thus asserts that it is the comprehensible input factor that is responsible for the success of immersion, not simply the fact that immersion students are exposed to a great deal of second language.

Similarly, Krashen regards bilingual programmes as successful because they provide good instruction in the first language together with comprehensible input. Swain, on the other hand, argues that exposing learners to comprehensive input is not sufficient. They also need to be given opportunity to produce the target language (1993, 1995). Output Hypothesis puts forward that it is while producing language that learners have the opportunity to receive feedback on their accuracy and appropriateness, to test hypotheses about their new language, and to develop metalinguistic awareness of language. Her research exploring the language used by learners engaged in collaborative tasks demonstrates that learners do, in fact, negotiate language forms as they work together to negotiate tasks (Swain and Lapkin, 2001).

2.4. Types of CBLI

Three content-based models will be described in this section. In fact they all have the main objective of CBLI but they differ in terms of the nature of learners and teachers or the linguistic environment in which the programme is established.

2.4.1. The Sheltered Course Model

Sheltered and adjunct CBLI usually occurs at universities in English L1 contexts. The goal of teachers using sheltered and adjunct CBLI is to enable their ESL students to study the same content material as regular English L1 students. These models are structured around topics or themes students are likely to encounter in their general education curriculum (Aküna, 1993).

Sheltered CBLI is called "sheltered" because learners are given special assistance to help them understand regular classes. Two teachers can work together to give instruction in a specific subject. One of the teachers is a content specialist and the other an ESL specialist. They may teach the class together or the class time may be divided between the two of them. This kind of team teaching requires teachers to work closely together to plan and evaluate classes (Brinton, 1989).

2.4.2. The Adjunct Model

In adjunct model, students are enrolled concurrently in two linked courses; a language course and a content course. Both courses share the content base and complement each other in terms of mutually coordinated assignments (Aküna, 1993). The aim of adjunct classes is to prepare students for "mainstream" classes where they will join English L1 learners. The emphasis is placed on acquiring specific target vocabulary; they may also feature study skills sessions to familiarize the students with listening, note taking and skimming and scanning texts (Brinton, 1989).

2.4.3. The Theme Based Model

Theme or topic based CBLI is structured around topics or themes students are likely to encounter in their general educational curriculum. The ultimate purpose of the programme is to help students develop second language competence. This model is usually found in EFL contexts. Theme based CBLI can be taught by an EFL teacher or team taught with a content specialist. The teacher(s) can create a course of study designed to unlock and build on their own students' interests and the content can be chosen from an enormous number of diverse topics.

Whichever model of CBLI is implemented, there is bound to be a number of implications to consider. These implications, varying from administrative issues to materials development, are of no small consequence for the success of the integration of second language instruction into the ongoing curriculum (Akünal, 1993).

2.5. Content-based Language Instruction in the Classroom

CBLI can make learning a language more interesting and motivating. Students can use the language to fulfil a real purpose, which can make students both more independent and confident. Students can also develop a much wider knowledge of the world through CBLI which can feedback into improving and supporting their general educational needs.

Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills that can then be transferred to other subjects. The inclusion of a group work element within the framework given above can also help students to develop their collaborative skills, which can have great social value. Content-based Language Instruction also develops a wider range of discourse skills than does traditional language instruction because of the incorporation of higher cognitive skills; Byrnes (2000) notes the increasing demands for high levels of literacy in languages other than English.

When planned thoughtfully, content-based activities have the possibility of leading to "flow experiences", optimal experiences that emerge when personal skills are matched by high challenge (Csikszentmihalyi, 1997 in Grabe and Stoller, 1997 and Stoller, 2002). Content-based Language Instruction provides for cognitive engagement;

tasks that are intrinsically interesting and cognitively engaging will lead to more and better opportunities for second language acquisition; this is particularly important when one considers the inherent complexity of adult learning (Byrnes, 2000).

Content-based Language Instruction also emphasizes a connection to real life, real world skills (Curtain, 1995); in content-based classes, students have more opportunities to use the content knowledge and expertise they bring to class that they activate their prior knowledge, which leads to increased learning of language and content material. Since CBLI allows for greater flexibility to be built into the curriculum and activities; there are more opportunities to adjust to the needs and interests of students. The integration of language and content throughout a sequence of language levels has the potential to address the challenge of gaps between basic language study vs. advanced literature and cultural studies that often exist in university language departments.

It can also be hard to find information sources and texts that lower levels can understand. Also the sharing of information in the target language may cause great difficulties. A possible way around this at lower levels is either to use texts in the students' native language and then get them to use the target language for the sharing of information and end product, or to have texts in the target language, but allow the students to present the end product in their native language. These options should reduce the level of challenge.

Some students may copy directly from the source texts they use to get their information. This can be by designing tasks that demand students evaluate the information in some way, to draw conclusions or actually to put it to some practical use. Having information sources that have conflicting information can also be helpful as students have to decide which information they agree with or most believe.

2.6. CBLI and Language Education Pedagogy

As noted above, one of the positive consequences of adopting content-based approaches to the design of language syllabi and lessons has been to move the field of language pedagogy away from and eventually well beyond the scope of the traditional category of teaching method. B. Kumaravadivelu (2003) suggests that an appropriately

and relevantly principled approach to language instruction can be based not on methodological instructional cycles or procedures but rather on a set of ten broad guidelines. One of the strengths of this approach is the natural coalescence of pedagogic (*how* participants teach and learn in the language classroom) and curricular (*what* they teach and learn) concerns, with these powerful principles being equally applicable to both.

Kumaravadivelu argues that established syllabi and prescribed language textbooks tend to obstruct rather than facilitate the process of providing learners with a wide range of learning opportunities. He also mentions in favorable terms Corder's (1967) notion of the "built-in syllabus", which is what students actually choose to learn from a set of options made available to them. A properly constructed content-based syllabus provides those options in terms of language, language use, language skills and learning strategies. In Wilkins' (1977) terms, while the content syllabus is *synthetic* (presenting subject matter in appropriately sequenced segments), the target language and associated skills represent a covert, *analytic* syllabus, with no pre-determined artificial discrete foci.

A second illustration comes from the macrostrategy *Contextualizing Linguistic Input*. Kumaravadivelu breaks down the notion of context into four constituents: linguistic (formal aspects of the immediate language surrounding any part of the message), extralinguistic (other related features such as intonation in speech or italics in written text which contribute to the meaning), situational factors (physical location, nature of speech event) and extrasituational factors (cultural norms of communication).

Finally, the mastery of new subject matter and the provision of comprehensible L2 input and output through cumulative task-based interaction sequences in academic style and driven largely by authentic materials, such that learners' language, academic, real life, and learning skills are fostered in a positive, cooperative, and supportive environment.

Thus, the provision of comprehensible L2 input and output through cumulative task-based interaction sequences in academic style contextualizes linguistic input, naturally integrates skills, facilitates negotiated interaction and maximizes learning opportunities. Then, it is that no extraneous pedagogy comes between learners and substantial amounts of input and by providing as many chances as possible for learners to apply and analyze new knowledge. The use of authentic materials ensures social

relevance and fosters language awareness; such that learners' language, academic, real life, and learning skills are enhanced.

In conclusion, the mastery of new subject matter represents the crux of the matter: that a CBLI approach to second language education maximally creates learning opportunities, most readily facilitates negotiated interaction, and so forth.

This chapter has attempted to give an evaluative account of Content-based Language Instruction by drawing on an extensive survey of the relevant literature. The theoretical basis of CBLI was broken down into three underlying hypotheses. The first one is that using a target language for content teaching influences second language achievement positively by creating meaningful contexts for communication. The second one, Input Hypothesis, maintains that second language acquisition results from a sufficient amount of comprehensible input. On the other hand, the other research has also shown that in addition to input, learners should be provided opportunities to produce the target language. The third hypothesis is that the integration of content and language teaching provides a motivational basis for second language achievement due to the relevance of content and of the materials used in the class to the needs and interests of the students. To summarize, the content-based approach claims to fulfill essential conditions for effective language teaching and for content mastery. In addition, we see a persistent trend towards the integration of content and language in the field of language teaching under the reference document of Common European Framework.

The next chapter will look specifically to global issues and global education and how they are related to CBLI framework.

CHAPTER 3

GLOBAL EDUCATION AND GLOBAL ISSUES

This chapter presents the definitions and goals of Global Education, Global Issues and the Global Values. It discusses a number of issues regarding the possibility of incorporating a global perspective into foreign language education.

3.1. Global Education

The concept of *Global Education*, as put forward by Cates (1990), is thought of bringing bad news into the classroom, as something that leaves students feeling depressed. In fact global education "involves learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems – cultural, ecological, economic, political, and technological". (Tye and Knip, 1991, 47). Another definition states that "global education consists of efforts to bring about changes in the content, methods and social context of education in order to better prepare students for citizenship in a global age" (Kniep, 1985, 15). Global educators emphasize that global education is a pedagogical approach, not just a new "teaching technique" and usually designate peace, human rights, development, and the environment as the four content areas of global education.

No doubt, there is much happening in the world to be sad about, but at the same time, there is much happening to be happy about. Some all-too-familiar examples of the bad news include wars, poverty, racism, endangered species and deforestation, discrimination against women and those of different sexual orientation, injustice, and apathy in the face of all these problems. On the bright side, we can see in the news and in our own lives examples of peace returning to war-ravaged lands, sustainable development helping to lift people from poverty, people of different races living, working, and learning together harmoniously, protection of endangered species and establishment of protected forests, people working to overcome discrimination and

standing up against injustice, and all of this happening because people do care and believe that they can make a difference (Fountain, 1995).

Originally, the concept of 'global education' was influenced by the political and economic priorities of the USA during 1970s and 1980s. Later, however, this concept began to reflect a more humanistic perspective, aiming to promote 'the knowledge, attitudes and skills relevant to living responsibly in a multicultural, interdependent world' (Fisher and Hicks 1985, cited in Cates 2000, 241). Although the ways of understanding global education vary, the importance of the social context in determining the goals of global education still remains an essential feature of different approaches to defining the field.

Lamy (1983) identifies three definitions of global education as it has developed in the U.S. First, the geopolitical internationalist view, which emerged in the U.S. after World War II, defined international education as education that prepared students for the challenges of protecting the free world against the expansionist interests of the Soviet Union. This early version of global education assumed that national interests are protected through military strength and alliances that insure a global balance of power. In this view, international studies were needed to help develop effective foreign policy, and to assist in the development of the Third World, following a capitalist economic model. The second view, that of the free trade-internationalists, defined international education as education that prepared students for participation in a competitive economic world. By learning foreign languages and knowledge about other cultures, American investors and traders would be able to compete effectively with the Japanese and European business world. The last view, the utopian view, challenges the idea that every nation-state benefits from global interdependence; rather, the capitalist economic model allows rich and powerful nations to benefit the most. From this radical perspective, global education is education that promotes change in the existing international system that perpetuates injustice, conflict, and inequality. Utopian global education encourages attitudes which promote peace, cultural diversity, social justice and a sustainable environment.

In addition, there are many organizations which are trying to make a difference on global education. For instance, the Japan Association of Language Teachers has a Global Issues Special Interest Group. Other organizations that have similar groups include AILA (International Association for Applied Linguistics), IATEFL (International Association of Teachers of English as a Foreign Language), TESOL

(Teachers of English to Speakers of Other Languages), KoreaTESOL, and the World Federation of Modern Language Associations. Further, UNESCO founded Linguapax, an organization that works to put language to the service of peace.

In global education, knowledge is not simply an understanding of each world issue in a list of discrete issues, but an awareness of the interconnections among these issues. Moreover, along with knowledge, the goals of global education increasingly emphasize values and attitudes. According to the National Council for the Social Studies in the U.S., the purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism and increasing interdependence (cited in Horstein, 1990, 2).

On the other hand Gaith and Shaaban (1994) present ideas for incorporating peace education in second language instruction. Three of the aspects of peace education they focus on are themes, skills, and methods. Themes for peace education include: international conflicts, such as wars and trade disputes, and international cooperation, such as people, organizations and governments from various countries working together to work on environmental issues or on developing new medicines from plants; other countries and cultures, so that students can come to know them and appreciate their histories and virtues; cross-cultural communication, so that students understand that people communicate in different ways; and types and roots of violence, e.g., domestic violence, so that students can appreciate that violence does not need to be a part of life.

3.1.1. The Rationale Behind Global Education

Cates (1990) first concerned with the fact that our planet faces serious "global issues" or world problems. As Kniep (1987, 184) points out:

Hardly a day goes by without an announcement of terrorist activities, the newest lake poisoned by acid rain, the latest energy crisis, the suffering of displaced people in refugee camps or the repression through violent means of people seeking their human rights.

Defining most of these problems as serious Cates points out the evidence that 35,000 people in the world die every day from hunger, every minute millions of children die each year from preventable diseases. Meanwhile, world military spending continues at an astronomical rate despite the world's massive stockpile of nuclear weapons. Human rights are violated round the globe by regimes of all political persuasions. At the same time, the global environment is being damaged by irresponsible politicians, profit-hungry corporations and poverty-stricken peasants as well as by "throwaway" lifestyles which consume irreplaceable resources, produce mountains of garbage and poison our air and water (Cates, 1990).

Another point is about the attitudes of apathy, selfishness, and ignorance of many modern young people. Opinion polls taken in various countries, for example, have found that American youth have little knowledge of other cultures and little interest in global issues, that two thirds of British people have stereotyped images, racial prejudices, and limited knowledge about underdeveloped countries, and that 38% of Japanese youth say their life goal is to get rich while 71% are defeatists who feel there is nothing they can do to change society. While many young people around the globe, of course, do care about the world and its problems, these results for young people surface consistently enough in national surveys to indicate the extent of this problem.

The final concern is current education systems. Many concerned educators feel young people in countries around the world are not being adequately prepared to cope with global problems. Too often, schools around the world are locked into traditional education systems that feature rote memorization, passive learning, examination pressures, and the discouragement of critical thinking.

The following quotes from two well-known educators highlight the rationale for a global education approach to English-language teaching:

Global issues are real: the spoliation of the rainforests, the thinning of the ozone layer, acid rain, nuclear waste, population growth, the spread of AIDS, state violence and genocide in Tibet and Bosnia, ecological disaster and war in Ethiopia and Somalia... the list is depressingly long. What has this to do with the teaching of EFL? English language teaching has been bedevilled with three perennial problems: the gulf between classroom activities and real

life; the separation of ELT from mainstream educational ideas; the lack of a content as its subject matter. By making Global Issues a central core of EFL, these problems would be to some extent resolved. (Alan Maley, 1992, 73)

Brown points out:

Global, peace and environmental issues intrinsically affect every human being on earth. These issues provide content for your content- based humanized ESL teaching of the 90's. We teachers have a mission, a mission of helping everyone in this world communicate with each other to prevent the global disaster ahead. The 90's are in your hands. (Brown, 1990, 211)

The idea that foreign-language teaching can contribute to creating a better world is not new. Much traditional language teaching makes vague references to global education ideals. However, as Rivers (1968, 262) points out, this has mostly remained wishful thinking:

It may be well to ask ourselves whether international understanding, let alone world peace, can be said to have been promoted by the considerable amount of foreign language teaching in the world. Diligent learning of foreign words and phrases, laborious copying and recitation of irregular verb paradigms, and the earnest deciphering of texts in the foreign language can hardly be considered powerful devices for the development of international understanding and good will.

If our language students are truly to become socially responsible world citizens, then global issues and the four goals of global education (knowledge, skills, attitudes, and action) must appear explicitly in our language-teaching curriculum.

We need a profound reshaping of education. Humanity is facing grave difficulties that can only be solved on a global scale. Education is not moving rapidly enough to provide the knowledge about the outside world and the attitudes toward other people that may be essential for human survival. (Maley, 1992, 4).

Sweeney (1997) suggests that environmental problems, globalization, territorial conflicts, human rights and moral values – among other striking problems – concern the educational community worldwide. Both as educators and as citizens, the language teachers are affected by each of these. It is their duty to raise awareness about such problems through the subject matter they teach and their corresponding teaching-learning tasks. They summarize that, as a world-wide language, English can serve as an excellent means to reflect on these global issues and to improve the quality of life.

3.1.2. Goals of Global Education

Cates (2000) divides the goals of global education into the four domains: knowledge, skills, attitudes and action:

knowledge about world countries and cultures, and about global problems, their causes and solutions;

skills of critical thinking, co-operative problem solving, conflict resolution, and seeing issues from multiple perspectives;

attitudes of global awareness, cultural appreciation, respect for diversity, and empathy;

action: the final aim of global learning is to have students "think globally and act locally". (2000, 241)

As an approach to foreign language teaching, global education might aim at 'enabling students to effectively acquire and use a foreign language while empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems' (Cates, 2000, 242). It aims to enable students to effectively acquire a foreign language while empowering them with the knowledge, skills, and commitment required by world citizens to solve global problems. On the whole, a

strong claim that the foreign language classroom is the right place for global education has been voiced by different educators (Starkey, 1988, 2000; Maley, 1992, cited in Cates 2000; Mark, 1993; Dyer and Bushell 1996; Cates, 2000; Jacobs and Goatly, 2000). For example, Dyer and Bushell (1996, 2) claim that "students should be encouraged to use their English to clarify and express their values, to think and speak critically about world issues, and to judge and synthesise other perspectives". The foreign language classroom is essentially a meeting point between at least two (but in fact more) languages and cultures, and this is already a step towards a global perspective.

In the literature, one can find numerous practical examples of attempts to introduce global education into the foreign language classroom. For instance, Sargent (1993) discusses how dealing with conflict resolution as an important component of peace studies may help students to improve their communicative language skills. Yoshimura (1993) also shows how global issues can be introduced to children at a beginner's level. He describes how taking English language learners on overseas study tours can promote both global awareness and language acquisition. Henry (1993), meanwhile, describes a "Model United Nations" simulation for Japanese high school students. Anderson (1996) gives some general guidelines on "injecting" global ideas into the foreign language classroom.

In sum Global Education aims:

- To improve discussion, debating, and speaking skills,
- To promote awareness of international issues
- To raise students' awareness of other cultures
- To cultivate a sense of world citizenship, emphasizing the role which the students' on country play in global affairs (Jonston, 1998).

3.1.3. Global Education in Language Classroom

Common European Framework suggests that the best way to achieve a global perspective in the foreign language classroom is through a learner-centered syllabus informed by the students' needs, their present understanding of global issues, and a

clarification of their own values. Values-oriented education seems best implemented by learner-centered pedagogy that encourages students to take responsibility for their learning, to learn cooperatively in pairs and small groups, and to make connections between the classroom lesson and their own lives (Horstein, 1990; Stempleski, 1993). Students should be encouraged to use their English to clarify and express their values, to think and speak critically about world issues, and to judge and synthesize other perspectives. The following are a few concrete suggestions:

The Needs Analysis: Beginning with an analysis of student needs, teachers can identify students' beliefs about, and interest in, several world issues, thus countering somewhat the problem of imposing teacher bias on reluctant students (Roald, 1991).

Critical Thinking: There have been several helpful suggestions about incorporating critical thinking skills in EFL (Dale, 1995). Taking the topic of racism, for example, the teacher may have the students watch a movie that features racism in some way (Mississippi Burning, Do the Right Thing). After viewing, students write a one-page problem-solution response to the movie. These responses are copied and shared among students who then embark on the task of classifying their classmates' responses, and presenting this classification, with comment, in a three to four page essay. Depending on their level, students may be taught at this point how to incorporate and cite quotations from their peers' work. The end result is a very simple research-based opinion paper using classmates' writing as source material. This fairly simple sequence challenges students to go beyond their individual views of causation, and to inspect them in the complex context of the views of their fellow students. (Dale, 1995)

Values Clarification and Perspective Consciousness: To go beyond a mere exchange of opinion to a deeper level of perspective consciousness, value-clarification surveys are effective (Stempleski, 1993). In these activities, students are asked to define their own values more overtly than they may have previously done. Cross-cultural simulations put them into situations where they find themselves behaving in ways they might not have imagined. After the simulation, the crucial teacher-led discussion introduces the notions of cultural world view, prejudice, and stereotypes. Greater self-knowledge and compassion are the possible results.

Interdependence: Just reading about interdependence or systems thinking may leave students confused. Interactive speaking and listening tasks can demonstrate, rather than simply describe, these ideas. In *Global Teacher, Global Learner*, Pike and Selby (1988) make copious suggestions for problem-solving activities for EFL speaking and

listening classes that can serve as powerful interpersonal and linguistic lessons or as warm-up, pre-reading or pre-writing activities: for example, cooperative learning tasks where each student has a different piece of information necessary to solve a group problem, or a hands-on project where a model or a puzzle is actually put together.

Certain teaching methods used in second language education and in education generally that seem particularly suited to peace education are projects, role plays and simulations, and cooperative learning. Projects enable students to spend an extended period of time using their own initiative to go deeply into a particular topic, often one of their own choosing. Further, projects can serve as a vehicle for students to link classroom learning to the outside world and to take actions related to their chosen topic. Role plays (Ladousse, 1987) and simulations (Omaggio, 1978) fit well with peace education, because they encourage students to imagine themselves as different people, in different roles, and/or in different situation, again providing a connection between the classroom and the world beyond.

Cooperative learning can encompass both projects and role plays and simulations, as both usually are done in groups, but cooperative learning represents a wider range of activities in which students work together (Kagan, 1994). Cooperative learning represents a set of concepts and teaching strategies for enhancing the value of student-student interaction. Through successful interaction in the classroom, students can develop the skills and attitudes necessary for successful interaction in other spheres and can develop a belief in the power of cooperation (Jacobs, 1998). The fundamental concept in cooperative learning is that of positive interdependence, the feeling among group members that they sink or swim together, that what helps one member helps all and that what hurts one hurts all (Johnson and Johnson, 1994).

One example of using Global issues in language teaching process suggested by Starkey describes how teaching past, present, and future tenses becomes more meaningful when students study the past, present, and future of global issues (in Pike and Selby 1988, 239). This could involve students studying the historical background of an issue such as environmental pollution, looking at pollution today in their community or country, and then doing future-oriented activities to solve this problem. Comparatives can similarly be practiced by comparing human rights in different countries or by contrasting global inequalities of First World wealth and Third World poverty. Some innovative teachers have designed exercises to teach students the conditional "if...then" while promoting environmental awareness. These efforts revolve around pattern

practice based on model sentences such as "If we all recycled paper, we'd save more trees" or "If we all picked up the litter at our university, we'd have a clean and beautiful campus".

Reading, writing, listening, and speaking can also be integrated with global issues content. One British English instructor, for example, has based a complete English four-skills lesson on the international human rights organization Amnesty International (Sandilands, 1989, 22). This begins with students *listening* to information about Amnesty International, *speaking* their opinions concerning human rights, *reading* about the work of Amnesty International in its English newsletter, and then *writing* English letters calling for the release of prisoners of conscience around the world.

3.1.4. Criticism on Global Education

Much criticism of global education in the U.S. and U.K. stems from concerns about the values it may promote: for example, environmentalism, multiculturalism, anti-consumerism, and so forth. The public debate about which values schools should promote continues to affect choices of curriculum, but with little agreement. There is a similar apprehension among language teachers about imposing values as global educators. Global education is transformative, not conservative; students are often challenged to examine and perhaps change their assumptions and values. This transformative view of education is especially problematic in cross-cultural contexts where foreign teachers are trying to respect the cultural values of the students and not impose alien ones. A recently growing awareness of the sociopolitical aspects of English language teaching (Santos, 1992; Eggington, 1993) suggests that when we teach language, we cannot help also teaching cultural values, whether explicitly or implicitly.

The second obstacle to the successful implementation of global education is the existing school climate or context and its current pedagogy. Horstein (1990) suggests that to incorporate a global perspective requires a responsive school culture which does not currently exist. He cites on how children develop strategies which actively avoid thinking, in order to get through school by pleasing their teachers and avoiding embarrassment. What students are taught is how to seek the right answers, how to

conform. Horstein found in 1986 that in the classrooms he surveyed, activities focused on reading the textbook, answering questions, and filling out worksheets.

3.2. Global Issues

On the basis of the classifications proposed by Mark (1993), Swenson and Cline (1993), and Yoshimura (1993), global issues can be divided into the following seven groups:

Environmental issues: pollution, deforestation, endangered animals, global warming, recycling, natural disasters, etc.

Peace education issues: wars, nuclear arms race, refugees, etc.

Human rights issues: racism, gender issues, children's rights, etc.

Intercultural communication issues: cultural issues, global citizenship vs. national identity, multiculturalism, etc.

Socio-economic issues: poverty, wealth, consumer society, advertising, etc.

Health concerns: drugs, AIDS, etc.

Linguistic imperialism.

EFL instructors around the world integrate global issues and global education into their teaching in a variety of ways that involve language-teaching content, methods, materials, course design, teacher training, and extracurricular activities. Language has a certain degree of flexibility of topic that other subjects do not. It is not surprising, then, that content is one area of teaching where many instructors are integrating a global education perspective. This approach is described by one Japan-based language educator (Cates, 1993, 124) as follows:

"Global issues" and "global education" are hot new buzzwords in the language teaching world. Global education is the process of introducing students to world issues, providing them with relevant information and developing the skills they will need to help work towards solutions. Those who support global education usually defend it in this way: we all need to use reading passages, dialogues and discussions in our teaching, so why not design these with content that informs students of

important world issues and challenges them to consider solutions?

3.2.1. Global Values

Dyer and Bushell (1996, 2) argue that 'along with knowledge, the goals of global education increasingly emphasise *values and attitudes*'. Similarly, Cates (1997, 2) states that some educators show a significant concern with the moral dimension of English teaching and "the need for an approach to language education which aims at fostering a sense of social responsibility in students". Although mentioned in the literature, the importance of a moral dimension of foreign language teaching does not seem to have gained sufficient attention so far. Moreover, little if anything has been written about the teaching of what might be termed "global values" in the foreign language classroom.

While education in general is expected to "equip" people with some basic values of responsibility, safety, kindness, and so on, the prerogative of *global* education might be seen to facilitate the formation of *global* values within the values system of each individual. Global Value can be defined as *a goal or standard vital for living in the interdependent world*. Such goals or standards might include justice, freedom, peace, dignity, equality, rights, democracy, social responsibility, tolerance, independence, environmentalism, multiculturalism, anti-consumerism, and so on. Such values provide an opportunity for mutual understanding and effective cooperation between different nations, countries and societies in an interdependent world.

3.2.2. Global Issues in Language Classroom

According to Cates (2000), there are several good reasons why we should care about world problems. One is ethical and personal. Many language teachers find it morally wrong to just stick their heads into their textbooks and pretend these problems do not exist. Another reason concerns our aspirations to be a language-teaching "profession".

The past 20 years have seen a rapid increase in the number of professional groups working to solve world problems through research in their field, education of the public, and political action. Physicians for Social Responsibility and the 1985 Nobel Peace Prize winner, International Physicians for the Prevention of Nuclear War, are two such groups. Similar groups exist for scientists, lawyers, psychologists, and other fields. If language teachers truly aspire to be a "profession" in the real sense of the word, then they must consider this aspect of social responsibility.

Another reason for dealing with global issues in language teaching concerns the language teachers' status within the field of education. The education profession has always recognized its unique responsibility in promoting peace, justice, and an active concern for the world's problems. The World Confederation of Organizations of the Teaching Profession (1989, 7), for example, clearly states that its aims include the promotion of equality, peace, justice, freedom, and human rights among all peoples. The 1974 United Nations Educational, Scientific, and Cultural Organization (UNESCO 1974) Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms calls for a global perspective at all levels of education, understanding, and respect for other cultures; an awareness of the rights of individuals and groups; and a readiness on the part of the individual to participate in solving the problems of his or her community, nation, and the world. For language teachers, the most significant attempt to deal with language teaching and world problems is UNESCO's Linguapax project. The name comes from the Latin words *lingua* (language) and *pax* (peace) and refers to a series of seminars dealing with language teaching for international understanding. The first Linguapax conference, held in 1987 in Kiev, USSR, brought together such groups as the International Association of Applied Linguistics, International Association for the Development of Cross-cultural Communication, and World Federation of Modern Language Associations to discuss "Content and Methods of Teaching Foreign Languages and Literature for Peace and International Understanding". The resulting Linguapax Kiev Declaration made four recommendations to foreign-language teachers:

- Be aware of their responsibility to further international understanding through their teaching.
- Increase language teaching effectiveness so as to enhance mutual respect, peaceful coexistence, and cooperation among nations.

- Exploit extracurricular activities such as pen-pal programs, video exchanges, and overseas excursions to develop international understanding.
- Lay the basis for international cooperation through classroom cooperation using language-teaching approaches responsive to students' interests and needs.
- To take steps to inform students and their families of the potential of foreign languages to promote better knowledge of world issues and concerns; and
- To organize workshops for foreign-language teachers and students on contemporary world issues of direct relevance and interest to young people, such as environmental protection and the struggle against poverty and hunger (UNESCO 1987).

Over the past decade, a number of scholars within the worldwide English-language teaching profession have addressed the importance of global education for teachers of English as a second language and English as a foreign language. Some stress how global issues can provide meaningful content for language classes. Others stress the mission language teachers have to teach for a better world.

H.D. Brown (1990) explains that global, peace and environmental issues intrinsically affect every human being on earth. These issues provide content for content-based humanized ESL teaching of the 90's. And the teachers have a mission of helping everyone in this world communicate with each other to prevent the global disaster ahead.

Global education is as much a matter of how we teach as of what we teach. For many teachers, this involves a shift from passive to active learning, from teacher- to student-centered classes, from language as structure to language for communication about the world. This shift in teaching method often stimulates instructors to experiment with new approaches such as experiential learning. This can lead to trying out class simulations and role-plays that get students out of their seats and actively involved in exploring global issues in the foreign language. Yet other teachers attempt to develop global awareness and language skills through student projects such as social issue interview surveys or oral class presentations on global organizations such as United Nations Children's Fund (UNICEF) and Oxfam.

A global education approach to language teaching requires that teaching materials impart the knowledge, skills, and attitudes required to help language students become socially responsible world citizens. In many textbooks, however, world problems are conspicuous by their absence. Even when textbooks do touch upon global issues, they often tend to treat them trivially as an overlay on the linguistic syllabus.

Starkey, among others, criticizes the "tourist-consumer" flavor of many language texts, with their focus on shopping, travel, and fashion, and concludes that "foreign language textbooks provide fertile grounds for discovering bias, racism and stereotype" (Pike and Selby, 1988, 239).

Language teachers unable to find the global teaching materials they want often write their own language lessons on topics as diverse as refugees, recycling, and world religions. Yet others design their teaching materials around the many exciting global education textbooks, teaching packs, CD-ROMS, and videos used in the US and United Kingdom.

Extracurricular activities also allow language teachers to combine global issues with the study of foreign languages. Some language organisations, hold annual international awareness seminars. Out-of-class volunteer activities comprise another area where language teachers can help to internationalize their students.

Teacher training is another area of language education where interesting global education initiatives are taking place. This brings together classroom English teachers with the others who study together to improve their teaching methodology and language skills while using English to explore topics involving world cultures and social issues.

In line with this purpose, "Global Issues in Language Education" special interest groups aim to promote global awareness, international understanding, and the study of world problems through language education. The members comprise classroom teachers, school directors, publishers, and textbook writers who share an interest in global education and its aim to enable students to acquire and use a foreign language while empowering them with the knowledge, skills, and commitment to solve global problems. They aim to:

- promote the integration of global issues, global awareness, and social responsibility into foreign-language teaching;
- promote networking and mutual support among educators dealing with global issues in language teaching; and
- promote awareness among language teachers of important developments in global education, and the related fields of environmental education, human rights education, peace education, and development education.

The next chapter will look specifically at Common European Framework, which is the latest document that suggests Global Education and Global Issues to be integrated to language teaching curriculum on the basis of CBLI.

3.3. Common European Framework

The Common European Framework has brought new trends in education systems throughout the world. It mainly talks about ‘‘thinking globally and acting locally’’ in the perspective of preparing the students for a changing world. The work of the Council for Cultural Co-operation of the Council of Europe with regard to modern languages, has derived its coherence and continuity from adherence to three basic principles set down in the preamble to Recommendation of the Committee of Ministers of the Council of Europe (Paper of Council of Europe, 2001):

- that the rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed, and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding;
- that it is only through a better knowledge of European modern languages that it will be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and co-operation, and overcome prejudice and discrimination;
- that member states, when adopting or developing national policies in the field of modern language learning and teaching, may achieve greater convergence at the European level by means of appropriate arrangements for ongoing co-operation and co-ordination of policies.

In the pursuit of these principles, the Committee of Ministers called upon member governments:

- to promote the national and international collaboration of governmental and non-governmental institutions engaged in the development of methods of teaching and evaluation in the field of modern language learning and in the production and use of materials, including institutions engaged in the production and use of multi-media materials,

- to take necessary steps to complete the establishment of an effective European system of information exchange covering all aspects of language learning, teaching and research, and making full use of information technology.

The political objectives of its actions in the field of modern languages:

- to equip all Europeans for the challenges of intensified international mobility and closer co-operation not only in education, culture and science but also in trade and industry,
- to promote mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication,
- to maintain and further develop the richness and diversity of European cultural life through greater mutual knowledge of national and regional languages, including those less widely taught,
- to meet the needs of a multilingual and multicultural Europe by appreciably developing the ability of Europeans to communicate with each other across linguistic and cultural boundaries, which requires a sustained, lifelong effort to be encouraged, put on an organised footing and financed at all levels of education by the competent bodies.

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (Common European Framework and the Portfolio in the Swiss National Science Foundation project, 2000).

The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible. By providing a common basis for the explicit description of objectives, content and methods, the Framework will enhance the transparency of courses,

syllabuses and qualifications, thus promoting international co-operation in the field of modern languages (Common European Framework and the Portfolio in the Swiss National Science Foundation project, 2000).

The provision of objective criteria for describing language proficiency will facilitate the mutual recognition of qualifications gained in different learning contexts, and accordingly will aid European mobility.

The taxonomic nature of the Framework inevitably means trying to handle the great complexity of human language by breaking language competence down into separate components. This confronts us with psychological and pedagogical problems of some depth. Communication calls upon the whole human being. The competences separated and classified below interact in complex ways in the development of each unique human personality. As a social agent, each individual forms relationships with a widening cluster of overlapping social groups, which together define identity. In an intercultural approach, it is a central objective of language education to promote the favourable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture. It must be left to teachers and the learners themselves to reintegrate the many parts into a healthily developing whole.

The Framework includes the description of 'partial' qualifications, appropriate when only a more restricted knowledge of a language is required (e.g. for understanding rather than speaking), or when a limited amount of time is available for the learning of a third or fourth language and more useful results can perhaps be attained by aiming at, say, recognition rather than recall skills. Giving formal recognition to such abilities will help to promote plurilingualism through the learning of a wider variety of European languages.

The general measures are as follows (Swiss type of CEF, 2002):

1. To ensure, as far as possible, that all sections of their populations have access to effective means of acquiring a knowledge of the languages of other member states (or of other communities within their own country) as well as the skills in the use of those languages that will enable them to satisfy their communicative needs and in particular:

- to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;
- to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;

- to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.
2. To promote, encourage and support the efforts of teachers and learners at all levels to apply in their own situation the principles of the construction of language-learning systems (as these are progressively developed within the Council of Europe 'Modern languages' programme):
- by basing language teaching and learning on the needs, motivations, characteristics and resources of learners;
 - by defining worthwhile and realistic objectives as explicitly as possible;
 - by developing appropriate methods and materials;
 - by developing suitable forms and instruments for the evaluating of learning programmes.
3. To promote research and development programmes leading to the introduction, at all educational levels, of methods and materials best suited to enabling different classes and types of student to acquire a communicative proficiency appropriate to their specific needs.

The preamble to R(98)6 reaffirms the political objectives of its actions in the field of modern languages:

- To equip all Europeans for the challenges of intensified international mobility and closer co-operation not only in education, culture and science but also in trade and industry.
- To promote mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication.
- To maintain and further develop the richness and diversity of European cultural life through greater mutual knowledge of national and regional languages, including those less widely taught.
- To meet the needs of a multilingual and multicultural Europe by appreciably developing the ability of Europeans to communicate with each other across linguistic and cultural boundaries, which requires a sustained, lifelong effort to be encouraged, put on an organised footing and financed at all levels of education by the competent bodies.
- To avert the dangers that might result from the marginalisation of those lacking the skills necessary to communicate in an interactive Europe.

- Particular urgency was attached to these objectives by the First Summit of Heads of State, which identified xenophobia and ultra-nationalist backlashes as a primary obstacle to
- European mobility and integration, and as a major threat to European stability and to the healthy functioning of democracy. The second summit made preparation for democratic citizenship a priority educational objective, thus giving added importance to a further objective pursued in recent projects, namely:

To promote methods of modern language teaching which will strengthen independence of thought, judgement and action, combined with social skills and responsibility.

In the light of these objectives, the Committee of Ministers stressed ‘the political importance at the present time and in the future of developing specific fields of action, such as strategies for diversifying and intensifying language learning in order to promote plurilingualism in a pan-European context’ and drew attention to the value of further developing educational links and exchanges and of exploiting the full potential of new communication and information technologies.

In recent years, the concept of plurilingualism has grown in importance in the Council of Europe’s approach to language learning. Plurilingualism differs from multilingualism, which is the knowledge of a number of languages, or the co-existence of different languages in a given society. Multilingualism may be attained by simply diversifying the languages on offer in a particular school or educational system, or by encouraging pupils to learn more than one foreign language, or reducing the dominant position of English in international communication. Beyond this, the plurilingual approach emphasises the fact that as an individual person’s experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact. In different situations, a person can call flexibly upon different parts of this competence to achieve effective communication with a particular interlocutor. For

instance, partners may switch from one language or dialect to another, exploiting the ability of each to express themselves in one language and to understand the other; or a person may call upon the knowledge of a number of languages to make sense of a text, written or even spoken, in a previously 'unknown' language, recognising words from a common international store in a new guise. Those with some knowledge, even slight, may use it to help those with none to communicate by mediating between individuals with no common language. In the absence of a mediator, such individuals may nevertheless achieve some degree of communication by bringing the whole of their linguistic equipment into play, experimenting with alternative forms of expression in different languages or dialects, exploiting paralinguistics (mime, gesture, facial expression, etc.) and radically simplifying their use of language.

From this perspective, the aim of language education is profoundly modified. It is no longer seen as simply to achieve 'mastery' of one or two, or even three languages, each taken in isolation, with the 'ideal native speaker' as the ultimate model. Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place. This implies, of course, that the languages offered in educational institutions should be diversified and students given the opportunity to develop a plurilingual competence.

Furthermore, once it is recognised that language learning is a lifelong task, the development of a young person's motivation, skill and confidence in facing new language experience out of school comes to be of central importance. The responsibilities of educational authorities, qualifying examining bodies and teachers cannot simply be confined to the attainment of a given level of proficiency in a particular language at a particular moment in time (CEF, 2001).

The full implications of such a paradigm shift have yet to be worked out and translated into action. The recent developments in the Council of Europe's language programme have been designed to produce tools for use by all members of the language teaching profession in the promotion of plurilingualism. In particular, The European Language Portfolio (ELP) provides a format in which language learning and intercultural experiences of the most diverse kinds can be recorded and formally recognised. For this purpose, CEF not only provides a scaling of overall language proficiency in a given language, but also a breakdown of language use and language competences which will make it easier for practitioners to specify objectives and describe achievements of the most diverse kinds in accordance with the varying needs, characteristics and resources of learners (Common European Framework and the

Portfolio in the Swiss National Science Foundation project: Schneider, Günther and North, Brian, 2000).

3.3.1. The Rationale Behind CEF

In the words of the Intergovernmental Symposium held in Rüschlikon, Switzerland November 1991, on the initiative of the Swiss Federal Government, on: ‘Transparency and Coherence in Language Learning in Europe: Objectives, Evaluation, Certification’:

1. A further intensification of language learning and teaching in member countries is necessary in the interests of greater mobility, more effective international communication combined with respect for identity and cultural diversity, better access to information, more intensive personal interaction, improved working relations and a deeper mutual understanding.

2. To achieve these aims language learning is necessarily a life-long task to be promoted and facilitated throughout educational systems, from pre-school through to adult education.

3. It is desirable to develop a Common European Framework of reference for language learning at all levels, in order to:

- promote and facilitate co-operation among educational institutions in different countries;
- provide a sound basis for the mutual recognition of language qualifications;
- assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts.

Plurilingualism has itself to be seen in the context of pluriculturalism. Language is not only a major aspect of culture, but also a means of access to cultural manifestations. Much of what is said above applies equally in the more general field: in a person’s cultural competence, the various cultures (national, regional, social) to which that person has gained access do not simply co-exist side by side; they are compared, contrasted and actively interact to produce an enriched, integrated pluricultural competence, of which plurilingual competence is one component, again interacting with other components.

3.3.2. Uses of CEF

The uses of the Framework include:

1. The planning of language learning programmes in terms of:
 - their assumptions regarding prior knowledge, and their articulation with earlier learning, particularly at interfaces between primary, lower secondary, upper secondary and higher/further education;
 - their objectives;
 - their content.
2. The planning of language certification in terms of:
 - the content syllabus of examinations;
 - assessment criteria, in terms of positive achievement rather than negative deficiencies.
3. The planning of self-directed learning, including:
 - raising the learner's awareness of his or her present state of knowledge;
 - self-setting of feasible and worthwhile objectives;
 - selection of materials;
 - self-assessment.
4. Learning programmes and certification can be:
 - *global*, bringing a learner forward in all dimensions of language proficiency and communicative competence;
 - *modular*, improving the learner's proficiency in a restricted area for a particular purpose;
 - *weighted*, emphasising learning in certain directions and producing a 'profile' in which a higher level is attained in some areas of knowledge and skill than others;
 - *partial*, taking responsibility only for certain activities and skills (e.g. reception) and leaving others aside. (Common European Framework and the Portfolio in the Swiss National Science Foundation project: Schneider, Günther and North, Brian, 2000).

The Common European Framework is constructed so as to accommodate these various forms. In considering the role of a common framework at more advanced stages of language learning it is necessary to take into account changes in the nature of needs

of learners and the context in which they live, study and work. There is a need for general qualifications at a level beyond threshold, which may be situated with reference to the CEF. They have, of course, to be well defined, properly adapted to national situations and embrace new areas, particularly in the cultural field and more specialised domains. In addition, a considerable role may be played by modules or clusters of modules geared to the specific needs, characteristics and resources of learners. (Common European Framework and the Portfolio in the Swiss National Science Foundation project, 2000).

3.3.3. Criteria in CEF

In order to fulfil its functions, such a Common European Framework must be comprehensive, transparent and coherent. By ‘comprehensive’ is meant that the Common European Framework should attempt to specify as full a range of language knowledge, skills and use as possible (without of course attempting to forecast *a priori* all possible uses of language in all situations – an impossible task), and that all users should be able to describe their objectives, etc., by reference to it.

CEF should differentiate the various dimensions in which language proficiency is described, and provide a series of reference points (levels or steps) by which progress in learning can be calibrated. It should be borne in mind that the development of communicative proficiency involves other dimensions than the strictly linguistic (e.g. sociocultural awareness, imaginative experience, affective relations, learning to learn, etc.).

‘Transparent’ means that information must be clearly formulated and explicit, available and readily comprehensible to users. And ‘coherent’ means that the description is free from internal contradictions. With regard to educational systems, coherence requires that there is a harmonious relation among their components:

- the identification of needs;
- the determination of objectives;
- the definition of content;
- the selection or creation of material;
- the establishment of teaching/learning programmes;

- the teaching and learning methods employed;
- evaluation, testing and assessment.

The construction of a comprehensive, transparent and coherent framework for language learning and teaching does not imply the imposition of one single uniform system. On the contrary, the framework should be open and flexible, so that it can be applied, with such adaptations as prove necessary, to particular situations. CEF should be:

- *multi-purpose*: usable for the full variety of purposes involved in the planning and provision of facilities for language learning
- *flexible*: adaptable for use in different circumstances
- *open*: capable of further extension and refinement
- *dynamic*: in continuous evolution in response to experience in its use
- *user-friendly*: presented in a form readily understandable and usable by those to whom it is addressed
- *non-dogmatic*: not irrevocably and exclusively attached to any one of a number of competing linguistic or educational theories or practices.

The next section will deal with the current situation and the developments in language teaching in Turkey.

3.4. Contextual Considerations

3.4.1. Turkish Context

Turkey is one of the leading candidates for European Union (EU). At the present time, Turkey is in a period of transition. Regarding the integration process, one of the priorities of the present government is that of education. Education has recently undergone many major, as well as minor changes in terms of opening up to modern trends and ideas and developing a new understanding of the educational process. Ideally, this process should lead to educating people with modern, world-conscious minds, and the knowledge, skills and attitudes necessary for playing an active and creative role in our changing society. Global education, therefore, can be seen as a

prime educational resource for fostering the transition of Turkey to a wider world outlook in the process of increasing globalisation.

The Ministry of Education has taken the first step in this process and organized teacher training courses for language teachers. These courses are relatively recent developments and they enable participants to gain expertise in two areas: the major area, foreign language teaching and methodology, and the new curriculum of teaching English to 4th and 5th grades in state primary schools which is based on the CEF. This combination seems to reflect the current historical necessity for the country as a whole to develop a deeper understanding of foreign languages and cultures (leading to a global awareness – awareness of world issues). It was emphasized in the training seminar that bringing a global perspective into foreign language lessons in such a context might help to broaden students' horizons, while the focus on the native language and culture could encourage them to deal with world issues from a local perspective. This kind of perspective could help to bridge the gaps and balance the dilemmas involved in foreign–local, global-national dichotomies.

It seems that being trained in both a foreign and a native language and culture, they would, ideally, be able to raise their students' global awareness while building up an appreciation of and respect for our native context at the same time. This assumption matches the view of Stern (1992, 236), who observes that 'understanding and appreciating the view of life held by another nation' opens up 'a deeper insight into our own'. Similar ideas have been voiced by other educators including Prodromou, (1988); Kordes, (1990); Hausemann (1994); Kramer (1994); Risager (1998) and Garbey-Savigne (1999).

3.4.2 New English Curriculum for the State Primary Schools in Turkey

Internationalization has been a crucial issue in the European educational system in recent years. Turkish government has adopted this concept in the new curriculum for teaching English. English is not taught as merely a foreign language but also an international language through to communicate and understand diverse nationalities and races.

Regarding to the rationale behind CEF, in the new curriculum it is emphasized that multilingualism and plurilingualism are highly encouraged in our world because countries need people who are equipped with at least one foreign language to better their international relations socially, politically and economically. The teaching and learning of English is highly encouraged as it has become the lingua franca, in other words, the means of communication among people with different native languages. Furthermore, English is the official working language of the United Nations and NATO of which Turkey is a member. Most of the scientific meetings, conferences, symposiums and the like are held in English. Additionally, most of the (approximately 2/3) literature in the various fields of science and technology are in English and at least half, if not more, of the business meetings and agreements, and international trade are done in English. These facts increase the general educational value of English, and make it an indispensable part of the school curriculum.

In the curriculum the answer for which approach to course design should be adopted is looked for. Given the fact that in recent years, the shift has moved from more teacher-centred approaches to more learner and learning-centred approaches, process-oriented approaches to curriculum design should be adopted. The basic theoretical hypothesis in *process-oriented approaches* is that underlying any language behaviour are certain skills and strategies which the learners use in order to comprehend or produce discourse. The learning situation is important since learners become aware of their abilities and potential in the learning situation. Understanding how learning takes place is also important because it motivates learners to tackle with target language tasks on their own even after the end of the course which leads to learner autonomy (independence).

In most of the Turkish schools, English is taught as an isolated subject in the curriculum; hence, a possible innovation is thought to be teaching English through a cross-curricular model. Cross-curricular studies can be a way of teaching English through content in which the target language is the vehicle of interaction and knowledge, not the subject matter. Cross-curricular studies facilitate learning, integrating all subjects through the use of foreign language, allowing learners to inquire and connect experience and knowledge. By bringing together several disciplines and making content connections across subjects (subjects: mathematics, science, arts, music, social studies, etc.) in the classroom, we can show learners that a topic is relevant, related to their real world and previous experience.

CHAPTER 4

RESEARCH DESIGN

This chapter presents information on the design of the study, participants, instruments and data collection procedures.

In line with the design of the study, both a qualitative and a quantitative approaches to data collection were preferred. As Creswell (2003) suggests, qualitative approach differs from the traditional, quantitative approaches in that it depends on the collection of open-ended data, analysis of text, or personal interpretation of the findings. Similarly, this study provides both qualitative and quantitative data about the attitudes of teachers.

4.1. Participants

The total number of the participants in the study is 181. 109 Turkish high school teachers in Turkey and 72 Greek high school teachers (See Table 1). The participating language teachers from Turkey were contacted through ELT seminars held in Ankara, Istanbul and Izmir. These seminars were considered to be convenient places to reach people coming from diverse regions in Turkey. For interviews, however, teachers in Turkey were visited in their own schools with the permission of the school administration. Volunteer teachers from the Greek side were contacted through the help of a Greek colleague.

Table 1: The Participants

Countries	Frequency N	Percent %
Turkey	109	60
Greece	72	40
Total	181	100

As seen in Table 2, 63 of 109 Turkish participants are female, which is quite close to the percentage of the Greek female participants (45 out of 72). The number of male participants is 46 from Turkey and 27 from Greece.

Table 2: Distribution of Gender

Countries		Gender		
		Male	Female	Total
Turkey	N	46	63	109
	%	42	58	100
Greece	N	27	45	72
	%	37,5	62,5	100
Total	N	73	108	181
	%	40	60	100

As for the participants' teaching experience, the following table gives the number and percentages. It is seen that most of the teachers from Turkey (55) have 6-10 years of experience. Similarly, a majority Greek teachers (32) have 6-10 years of experience as well. All the teachers, regardless of the country, work in high schools (Table 3).

Table 3: Participants' Teaching Experiences

Countries		Teaching Experience				
		1 - 5	6 – 10	11 – 15	16 +	Total
Turkey	N	29	55	17	8	109
	%	27	50	16	7	100
Greece	N	5	32	27	8	72
	%	7	44	38	11	100
Total	N	34	87	44	16	181
	%	19	48	24	9	100

Table 4 indicates that the ages of the participants from both countries range from 31 to 35 (50 %, 47 %). The number of the participants over 41 in total is 14 out of 181 (8 %).

Table 4: Age Distribution

Countries		Age				
		26 – 30	31 – 35	36 – 40	41 +	Total
Turkey	N	29	50	22	8	109
	%	27	46	20	7	100
Greece	N	5	34	27	6	72
	%	7	47	38	8	100
Total	N	34	84	49	14	181
	%	19	46	27	8	100

4.2. Instrumentation

For the purposes of this study a questionnaire and follow-up interviews were used as data collection tools.

4.3. Questionnaire

The questionnaire was developed by Cates (2000). It was first used by Yakovchuk, who aimed to investigate the attitudes of English Language teachers from a wide variety of cultural backgrounds. In her study she describes her former teaching context as a pre-service foreign language teacher training course at the Belarusian State Pedagogical University in Minsk, Belarus. Then, she briefly discusses the concept of global education and its particular relevance to foreign language teaching, focusing on global issues and values as ways of incorporating a global perspective into foreign language education. She describes her country's integration process to the global community after the dissolution of the former USSR. In her study she focuses on the revival of Belarus as a nation, the development of the national identity, and raising awareness and appreciation of their own culture have come to be seen as burning issues since the country gained independence in 1991 (Yakovchuk, 2004).

The questionnaire consists of four main parts and 20 questions. It starts with questions on the country, age, sex, school and teaching experience. The first part also aims to find out the participants' experiences on global issues, whether or to what extent they have committed such issues in their teaching context (See Appendix 1). In the second part of the questionnaire, questions related with Global Issues aim to inform teachers about these issues to examine and their attitudes towards. Next part of the questionnaire is related with the Global Values. In this section, teachers are asked to justify their answers to the previous questions on Global Issues and Values. In the last part of the questionnaire the participants are asked whether this questionnaire has made them feel that it is important to incorporate global education within foreign language teaching.

Before the questionnaire is applied to all participants, a pilot study has been administered to 25 EFL teachers to determine if there is a problem with the questions. On the basis of the findings of the pilot study, there were no need to do modifications and the questionnaire has been delivered to the participants.

4.4. Interviews

As a further step in the data collection process, 16 teachers have been interviewed who volunteered to. As Creswell (2003) indicates, interviews in qualitative approaches involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants. Hence, the researcher interviewed the teachers for further questions or comments (See Appendix 2).

The following questions have been asked during the interview:

1. What do you think of global education and global issues?
2. What are your experiences on integrating Global Education or Global Issues into your language classroom?
3. Regarding Global Education, what types of activities do you incorporate in your classroom?
4. How do you decide on the language tasks based on Global Education?

5. How do you think the criteria on involving Global Education into language classroom should be set?
6. Have you got any other comments?

4.5. Data Collection

As for administering the questionnaires, the researcher first visited the schools in Turkey and negotiated with either the principal or vice-principal in those schools about the purpose of the research and obtained their permission. Additionally, to clarify the purpose of the study, an introductory part in Turkish and English has been added to the questionnaire (See Appendix 1). The data collection process lasted approximately two months.

4.6. Data Analysis

Data gathered through the questionnaire and the interviews were analyzed with the help of the computer program SPSS (Statistical Package for Social Scientists). The frequency of both groups for all items in the questionnaire and the interviews are compared through a t-test to see if there is any significant difference between the groups.

CHAPTER 5

PRESENTATION AND DISCUSSION OF THE DATA

This chapter presents the results of the data obtained from the questionnaires, observations and interviews.

5.1. Introduction

This descriptive study aims first to identify the attitudes of EFL teachers from two different countries, Turkey and Greece, towards global issues and global education in English Language teaching. Second, it aims to increase teachers' awareness on bringing into and using such issues in their classrooms. In line with these purposes, 181 high school English teachers from both countries were administered a questionnaire. To support the data collected from the questionnaires and to obtain more accurate data about their awareness on global education, 16 teachers of English were interviewed. The following sections present the research findings acquired from the questionnaires, and interviews.

5.2. Experience in Teaching Global Issues

It is seen in Table 5 that most of the Turkish participants (49%) have not taught global issues, while 55 Greek participants (76%) have declared that they taught global issues. Only one Greek participant (1%) reports that s/he has not taught global issues.

Some of the teachers interviewed stated that they did not have much information about Global Education and Global Issues but they have learned about it through the questionnaire. One Turkish interviewer says that he has read an article about them.

Others reveal that they have learned about them during their university classes. One Turkish participant commented in the following manner:

I did not realize that these issues were that important until I participated in your study.

When asked if they have ever incorporated Global Issues in their teaching, some teachers state that they use them as a part of their EFL classes for the students' projects, in their video classes as reading activities or as brainstorming and discussion activities.

It is an interesting finding of the study that, even they are not much experienced on incorporating global issues in their classrooms, most of the teachers claim that, such issues have significant power to motivate students to learn a foreign language and participate in classroom discussions. During the interview, one of the Turkish teachers says:

In fact, when I incorporate with a global issue or value in my classroom, even the students who has less enthusiasm on learning a foreign language and unwilling to participate in my lessons try to express their ideas about the issue. I can say, such issues have a power on motivating our learners both on learning a foreign language and participating in classroom discussions.

Most of the Greek teachers told that they aimed to integrate the international understanding into their lessons. A Greek interviewer, who has much experience on Global Issues, talk about one of his activities about them. He states that he has been interested in Global Education so far and says:

I am also involved in UNESCO and UNICEF projects in the schools. I am in contact with the teachers through e-mail. I sometimes visit the schools, and I check the students' work. UNICEF presents students who complete the UNICEF Project with a Diploma. Through this project students exchange albums and tapes with schools abroad. I have encouraged my students to have an EFL school

magazine, which was sent abroad. We also did some student exchanges. Today things are much more sophisticated based on the Internet. We have a variety of different projects, most of them ongoing. I believe that all these different projects increase my students' interests in learning a foreign language.

Another Greek teacher says that he uses a video with multi-cultural themes. The interviewers reveal that they bring the recent global events into their classrooms and held brainstorming or discussion activities. Some of the teachers claim that discussing such issues in the classroom increase the motivation of learners. A Greek teacher who always considers global issues used to assign his students with tasks related with global issues says:

I can say that talking about current developments in the classroom motivate learners. Their desire on participating in the discussions increase.

Some of the teachers say that they bring pictures or articles about global issues and assign their students to develop projects on them. A Turkish teacher, who complains about the curriculum says that he looks for materials about Global Issues through the Internet and bring them into the classroom. He adds that students also bring related news or articles about such issues.

It seems through the replies to the related question that in general Turkish teachers complain about the curriculum and bring the current developments especially about wars, disasters and pollution into their classrooms themselves. They even ask their students to write compositions about such events in the written exams or for their portfolios. A Turkish teacher says:

When they are given tasks about the events around themselves, they seem to do their bests by adding their own ideas on the issues.

A Greek teacher who has a variety of different projects on global issues claims that, such projects not only motivate the students but also the teachers to participate in such projects.

Table 5: Experience in Teaching Global Issues

Countries		Yes	A little	No	Total
Turkey	N	8	48	53	109
	%	7	44	49	100
Greece	N	55	16	1	72
	%	76	22	1	100
Total	N	63	64	54	181
	%	35	35	30	100

5.3 Choosing Global Issues

In the questionnaire, participants were asked who should be the responsible agents in determining which Global Issues would be included in the curriculum. As is seen in Table 6, 54 participants (30%) marked the choice of “others”. While 27% of them said they were chosen by the textbook, 26% claimed that it was made by the Ministry. While nearly half of the Greek teachers pointed at the Ministry as the agent of this choice, only two Turkish teachers see the Ministry as responsible. According to most of the Turkish teachers, the textbook determines which global issues to teach. In fact, one Greek interviewer says that he encourages his students to choose which global issue they want to study.

There seems to be a significant difference between the attitudes of Greek and Turkish teachers that Greek teachers feel free to choose which global issues to teach while their Turkish colleagues expect the Ministry to choose, set the criteria and develop a curriculum about Global Issues (See Table 6).

Table 6: Agent Responsible for Choosing Which Global Issues to Teach

Countries		Others	Textbook	Myself	Curriculum	Ministry	Total
Turkey	N	53	38	15	1	2	109
	%	49	35	14	1	2	100
Greece	N	1	10	11	5	45	72
	%	1	14	15	7	63	100
Total	N	54	48	26	6	47	181
	%	30	27	14	3	26	100

5.4. Global Issues in the Language Classroom

In the second part of the questionnaire, the participants are given a list of global issues and asked if they should be discussed in their classrooms. Very few teachers, both Turkish and Greek, chose ‘not really’ and ‘no’ for the related global issues. While the majority of the Turkish teachers emphasized environmental issues (83%) and peace education issues (95%), the minority of them thought that socio-economic issues (10%) and linguistic imperialism (3%) were important. All Greek participants agreed that peace education issues were significant, followed by environmental issues (85%), health issues (78%) and human rights issues (74%) (See Table 7).

According to some of teachers who have been interviewed find all global issues and values essential in the education of young people. A Greek teacher thinks that the students will be the leaders of our world in the future and they must be ready to face them. And the students must know about the countries, cultures, races and problems in the world. Most of the teachers who have been interviewed believe that teachers have a big responsibility about this. One Greek teacher says that:

We are living in a global village, so the problems in the world are interest of all people. We must bring such problems into our classroom to make our students aware of them. On the other hand they must know about the other

people living in the world. In the near future they will have those problems and they will try to solve all those problems with the others in the world.

One of the Turkish teachers states that the main responsibility of teachers is teaching but they must also educate their students. In order to do this they themselves must be aware of what is going on in the world they are living in and must keep track of the political, economical or global developments both in their own countries and the world (Appendix 2).

Another interesting reply given in the interview is that a Turkish teacher believes global education and issues are important parameters for the students' comprehension of the world. He says,

As long as global values and phenomena such as peace, war, patriotism and freedom are included in the current curriculum of national education, I believe that their views will gradually alter in a positive way. The teachers must provide materials to contextualize these themes in their classrooms.

Table 7: Global Issues to be Discussed in the Foreign Language Classroom

Countries	Items		Yes	Probably	Not sure	Not really	No	Total
Turkey	1- Environmental issues	N	90	17	2	0	0	109
		%	83	16	2	0	0	100
	2- Peace education issues	N	104	5	0	0	0	109
		%	95	5	0	0	0	100
	3- Human rights issues	N	52	41	16	0	0	109
		%	48	38	15	0	0	100
	4- Socioeconomic issues	N	11	42	46	10	0	109
		%	10	39	42	9	0	100
	5- Health concerns	N	56	50	3	0	0	109
		%	51	46	3	0	0	100
	6-Linguistic imperialism	N	3	28	43	24	11	109
		%	3	26	39	22	10	100
Greece	7- Environmental issues	N	61	10	1	0	0	72
		%	85	14	1	0	0	100
	8- Peace education issues	N	72	0	0	0	0	72
		%	100	0	0	0	0	100
	9- Human rights issues	N	53	17	2	0	0	72
		%	74	24	3	0	0	100
	10- Socioeconomic issues	N	17	34	14	3	0	68
		%	24	47	19	4	0	100
	11- Health concerns	N	56	16	0	0	0	72
		%	78	22	0	0	0	100
	12-Linguistic imperialism	N	1	31	25	11	4	72
		%	1	43	35	15	6	100

5.5. Decision-making in Global Issues

Related to the person or unit to decide whether or what to include as global issues in the teaching context, a majority of the participants from both countries (49%)

puts forward that the Ministry is responsible. They also declare that the individual teacher (6%) or teachers as a group (10%) are not included in this decision-making process (See Table 8).

During the interviews, Turkish participants revealed that the Government and the Ministry should develop a curriculum that involves global issues and the criteria should be set by them as well. Another participant suggests that the government should develop a curriculum based on Global Issues in cooperation with the other nations. He thinks that such issues concern all people in the world and there must be a joint curriculum involving global issues.

Some of the interviewees also suggest that the textbooks may decide which global issues to teach. Referring to the textbook, “The New Bridge to Success”, written by the Ministry a few years ago, a Turkish interviewee suggests, considering the interests of the students, Ministry must publish a new textbook that involves texts about Global Issues (Appendix 2).

Table 8: Who Should Make the Decision to Include What Global Issues

Countries		Other	Ministry	Teachers as a group	Higher governmental level	The individual teacher	Total
Turkey	N	44	40	7	11	7	109
	%	40	37	6	10	6	100
Greece	N	1	49	11	8	3	72
	%	1	68	15	11	4	100
Total	N	45	89	18	19	10	181
	%	25	49	10	10	6	100

5.6. Global Values

Table 9a and 9b presents both Turkish and Greek teachers’ responses in terms of the Global Values they consider significant to teach in their foreign language classrooms. When we look at the rank of importance, we see that both groups hold very similar opinions despite political and economic differences. Both groups feel that peace

(% 100) and democracy (% 100) are the leading global issues to deal with in their classes. Issues like freedom and independence also receive similar ratings (% 86 and %96). Teachers in both groups find ‘‘Environmentalism’’ and ‘‘Multiculturalism’’ important with percentages similar to each other (% 76 and % 74).

These findings show that participants from both countries do not hold different views as to which global issues to cover in their classes (See Table 9a and 9b).

Table 9a: Which Global Values? : Turkish Participants’ Responses

Country	Items		Very important	Important	Quite important	Not sure / Neutral	Total
Turkey	13- Justice	N	100	9	0	0	109
		%	92	8	0	0	100
	14- Freedom	N	81	28	0	0	109
		%	74	26	0	0	100
	15- Peace	N	109	0	0	0	109
		%	100	0	0	0	100
	16- Dignity	N	39	50	18	2	109
		%	36	46	17	2	100
	17- Equality	N	80	29	0	0	109
		%	73	27	0	0	100
	18- Rights	N	68	39	2	0	109
		%	62	36	2	0	100
	19- Democracy	N	109	0	0	0	109
		%	100	0	0	0	100
	20-Social responsibility	N	58	50	1	0	109
		%	53	46	1	0	100
	21- Tolerance	N	49	58	2	0	109
		%	45	53	2	0	100
	22- Independence	N	100	9	0	0	109
		%	92	8	0	0	100
	23-Environmentalism	N	71	37	1	0	109
		%	65	34	1	0	100
	24- Multiculturalism	N	37	57	15	0	109
		%	34	52	14	0	100
	25-Anti-consumerism	N	12	42	44	11	109
		%	11	39	40	10	100

Table 9.b: Which Global Values? : Greek Participants' Responses

Country	Items		Very important	Important	Quite important	Not sure / Neutral	Total
Greece	13- Justice	N	65	7	0	0	72
		%	90	10	0	0	100
	14- Freedom	N	52	20	0	0	72
		%	72	28	0	0	100
	15- Peace	N	72	0	0	0	72
		%	100	0	0	0	100
	16- Dignity	N	36	31	5	0	72
		%	50	43	7	0	100
	17- Equality	N	59	13	0	0	72
		%	82	18	0	0	100
	18- Rights	N	34	35	3	0	72
		%	47	49	4	0	100
	19- Democracy	N	72	0	0	0	72
		%	100	0	0	0	100
	20-Social responsibility	N	40	32	0	0	72
		%	56	44	0	0	100
	21- Tolerance	N	38	34	0	0	72
		%	53	47	0	0	100
	22- Independence	N	71	1	0	0	72
		%	99	1	0	0	100
	23- Environmentalism	N	55	17	0	0	72
		%	76	24	0	0	100
	24-Multiculturalism	N	30	36	6	0	72
		%	42	50	8	0	100
	25- Anti-consumerism	N	13	27	28	4	72
		%	18	38	39	6	100

5.7. Awareness on Global Issues

An overwhelming majority of (88%) the Turkish participants and 90% of the Greek participants have acknowledged that the questionnaire used in this study has

raised their awareness of the role of global issues in foreign language teaching. In terms of the importance of incorporating global education within foreign language teaching, 85 Turkish participants (78%) and 55 Greek participants (76%) point out that the eye-opening function of the questionnaire, they now have come to believe that global education somehow should be integrated within the regular curriculum (See Table 10).

While some of the teachers explicitly claim that they did not have any idea as to the importance of such issues until they participated in this study, a Greek teacher says

I want to thank you for dealing with such an issue. Through your questionnaire, I realized that we are not doing enough to prepare our learners on the responsibilities they will have in the future. I have copied the lists of both global issues and global values and I will try to develop related activities (Appendix 2).

A Turkish teacher who thinks that there must be a place for global issues and global issues in the curriculum says

I guess the result of your study will show the importance of dealing with such issues. While teaching a foreign language, the issues you listed in the questionnaire are really important to deal with. Our students must be aware of them. And it is our duty (Appendix 2).

Another Turkish teacher who does not have much experience in global education explains that

After this questionnaire and the interview, I will use such issues in my classroom. I will apply some tasks about these issues. At least I can ask my students to prepare projects related with such issues. I plan to adapt the daily developments in the world. We can have discussions on finding solutions to the world problems.

Another Turkish teacher who explicitly says that he did not realize that global issues were such important until this study adds

They are important for the education of our students. In fact your study focuses on an important issue. From now on, while planning my lessons I will consider such issues. All teachers should do that. We must involve them in our teaching process. We must choose coursebooks which involve global issues. They are very useful materials both for reading and speaking tasks.

A female Turkish teacher also suggests that all teachers have responsibilities to prepare our students for the future and the problems they will face in the future. She adds that

You seem to have accomplished your duty on the issue by increasing our awareness through your study. After this, first, as teachers, we must inform our students. Then the government has a duty to provide necessary curriculum and the materials for global education. The parents have also responsibilities for this. Finally, international organisations must support global education

Table 10: Role of the Questionnaire to Raise Awareness of Global Issues.

Countries	Items		Yes	Probably	Not sure	Total
Turkey	Awareness	N	96	12	1	109
		%	88	11	1	100
	Global Education	N	85	23	1	109
		%	78	21	1	100
Greece	Awareness	N	65	7	0	72
		%	90	10	0	100
	Global Education	N	55	17	0	72
		%	76	24	0	100

5.8. T-test results

As the Table 11 below shows, mean scores of two groups of teachers are very close. P Value of 0,92 also indicates that teachers from both countries have responded the questions in a similar way. One possible reason might be that these two countries are close to each other both geographically, historically and culturally although they belong to different international organizations. Another explanation is that the issues our questionnaire deal with are universal issues. Therefore, it is not surprising to see that our participants agree on such issues (See Table 11).

Table 11: T -test Results for All the Items

Countries	N	Mean	Sd	T	df	P
Turkey	109	45,119	4,715	-0,097	173,265	0,923
Greece	72	45,181	3,724			

In order to emphasize whether this is the case for each item or not, independent samples t-test was computed for each item. The following table presents the results (See Table 12).

Table 12: T-test Results

Items	Countries	N	Mean	sd	T	df	P
6-9	Turkey	109	6,018	2,130	-3,901	179,000	0,000
	Greece	72	7,292	2,178			
10	Turkey	109	11,037	1,694	6,133	179,000	0,000
	Greece	72	9,528	1,501			
12	Turkey	109	1,055	1,208	-2,785	177,549	0,006
	Greece	72	1,486	0,872			
14	Turkey	109	18,624	3,123	1,628	179,000	0,105
	Greece	72	17,847	3,170			
16	Turkey	109	3,991	1,110	-1,028	179,000	0,305
	Greece	72	4,167	1,151			
17	Turkey	109	2,358	0,714	0,234	179,000	0,815
	Greece	72	2,333	0,650			

The items which indicate significant differences are the ones related to having an experience of employing global issues in class, students' level, and the global issues to be included in the foreign language classroom. This can be interpreted to mean that once the teachers include global issues in their in-class activities, their view-point related to which issue to incorporate may change accordingly.

It is also very important that the participants from both countries agree that the questionnaire worked well so as to raise the awareness of the importance of employing global issues in the foreign language classrooms (See Table 12).

The most significant difference among the attitudes of teachers between two countries seems to be about the decision-making on choosing the global issues. While Greek teachers feel more independent on deciding which global issues or values to bring in their classrooms, their Turkish colleagues seem to be restricted with the global issues in the textbooks they follow. Greek teachers also let their students bring such issues into the classroom.

Another significant difference between two groups from two different countries is their preferences given to the question who should decide on which global issues to involve in their classrooms. Most of the Greek teachers feel responsible for it. A Greek teacher says

In general I try to find texts and news related with global issues from the Internet and bring them to the classroom. Unfortunately we haven't got such issues in our curriculum. So as teachers we must do something about it.

And some of the Greek teachers expect their students to choose which issue they would like to study on. A Greek teacher says:

I encourage my students to decide on their projects about global issues. Actually, after consultation with their teachers they make their own choices. And also there is a wide selection of topics to choose from and students are encouraged to suggest more topics.

On the other hand, although some of the Turkish teachers try to bring materials related with current development about the world in their classrooms, most of them expect their government to develop a curriculum that involves global issues. It seems that most of the Turkish teachers feel totally dependent on the curriculum and obliged to cover all the subjects throughout the educational term. So they claim that they cannot have extra time to do extra activities. A Turkish teacher says

We the teachers must follow the curriculum and we cannot do anything else. The government can set the criteria for choosing which global issues to be dealt with and can put them in the curriculum.

Another important difference between the attitudes of teachers from the two countries is on the criteria for choosing which global issues to be dealt with in the classroom. While the Greek teachers suggest the interests of the students, Turkish teachers pass the responsibility on to the government.

CHAPTER 6

CONCLUSION

The purpose of this study is to contribute to the literature on teachers' attitudes about bringing the global issues to their EFL classrooms. It examines the global issues and values in education considering the new approaches and preferences brought to ELT classroom by Common European Framework (CEF) and aims to increase teachers' awareness of critical global issues that would lead to an appreciation for the interdependency among nations and raise tolerance levels for differences in others. It also looks for the differences between the beliefs and attitudes on global education, global issues and global values of EFL teachers in Turkey and Greece.

The study was conducted with 181 EFL teachers representing Turkey and Greece. 109 of the participants were Turkish high school EFL teachers representing different parts of the country and 79 of the participants were from Athens, Greece. Through a questionnaire and interviews with 16 EFL teachers, the data were collected and analyzed by means of casual-comperative and t-test values calculated on SPSS (Statistical Package for the Social Science).

In the following section, the findings obtained for each research question are summarised and implications for English Language Teaching are presented.

6.1. Research Question 1

Our first research question is:

1. What are the attitudes of high school EFL teachers towards applying global issues into their language classrooms in Turkey and Greece?

In line with the results obtained from data analysis, it can be said that almost all participants agree on the importance of Global Issues and Global Values. They think the students, as the leaders of the world in the future, must be aware of the political, economical and global developments and problems about the world they are living in. In

addition, they must have critical thinking skills to cope with these problems and it is the teachers' responsibility to prepare the students for life.

6.2. Research Question 2

Our second research question is:

2. Are there any differences between the attitudes of Turkish high school EFL teachers and Greek high school EFL teachers on global issues?

According to the data obtained, both Greek and Turkish teachers emphasize on almost similar Global Issues such as environment, peace education, socio-economic and human rights. On both sides, language imperialism gets the least importance. Similarly, the teachers from both countries consider global values such as freedom, peace, equality, rights, democracy, social responsibility, tolerance and independence significant. On significant of all global values, dignity seems to be the least important one to be applied in language classrooms according to both Greek and Turkish teachers.

6.3. Research Question 3

Our third research question is:

3. How should the choice of which global issues and values to consider in foreign language teaching be made?

The most significant difference between the Greek and Turkish teachers seems to be on choosing which global issues and values to consider in foreign language teaching. Most of the Turkish teachers expect the government and the ministry to develop a curriculum that involves global issues and values. They reveal that they have to cover the curriculum throughout semesters and they do not have any time to incorporate issues into their curriculum. They suggest that the ministry should prepare a new curriculum based on global issues and global values that they could follow.

On the other hand, Greek teachers feel free to choose which global issues and values to consider in their classrooms. Although they expect their government to develop a curriculum based on such issues, just like their Turkish counterparts do, they

still have the opportunity to divert from their syllabus and address their students' interests by bringing up topics on global issues.

6.4. Research Question 4

Our forth research question is:

4. On what scale has this study contributed to increasing awareness of Turkish and Greek high school EFL teachers on global issues?

Almost all of the participants stated that the study and the questionnaire worked well so as to raise the awareness of the importance of employing global issues in the foreign language classrooms. Only three Turkish teachers are not sure about it.

A Turkish teacher has revealed in the interview that he has not realized the importance of such issues until filling out the questionnaire. A Greek teacher has also supported our initiative and said that he would be interested to hear about the findings. Another Greek teacher, who has copied the list of global issues and values in the questionnaire says, after this study, he will consider the global issues while planning his lessons. A Greek teacher thinks that everybody has a kind of responsibility on preparing students for the future. He thinks that not only the teachers but also the parents and the government have responsibilities for preparing the students to cope with the problems they will face in the future.

Some of the Turkish teachers also reveal that their interest and awareness on such issues have increased and they will adapt related activities to their classrooms.

6.5. Implications for English Language Teaching

On the basis of the data obtained from the questionnaire and the interviews some implications may be discussed in the context of English Language Teaching.

First of all, this study raises possible implications for teacher education and development. The results of this study may suggest certain ways of developing a syllabus incorporating global education where opinion of both students and teachers are taken into account. Especially, in context of Turkey, where educational systems are modified in the process of being a member of the European Union, it is of utmost

importance to equip teacher trainees with global awareness. Only in this way can they disseminate their ideas and raise their students' awareness in the future.

Second, related to the implication mentioned above, as one of the Greek teachers suggests, international programmes may be developed among the students of different countries.

Third, extracurricular activities can be programmed to allow language teachers to combine global issues with the study of foreign languages. Seminars, festivals can be arranged or visits to international organisations can be carried out. These out-of-class activities would certainly awaken the interest of Turkish students to other areas of the world.

Fourth, while some coursebooks already contain parts dealing with global education, new and up-to-date materials should be developed at a local or national level. Students can also be asked to create global education materials such as excerpts from newspapers, magazine etc.

6.6. Limitations of the Study

Although the findings of the study raise several important issues that need further exploration, the descriptive nature of the data prevents us from making any casual inferences.

The data for this study was gathered using a simple questionnaire and an interview. Obviously, research based on questionnaires depends on the voluntary cooperation of the participants. In this study, 181 teachers volunteered to participate. Thus, we need to be cautious in terms of the interpretation and generalizability of the results.

The study, nevertheless, pointed to several issues that need to be taken into account when incorporating global education into foreign language teaching.

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APPENDICES

APPENDIX 1

The Questionnaire

Dear Colleagues,

As language teachers in the 21st century, we live in critical times. Our world faces serious global issues of terrorism, ethnic conflict, social inequality, and environmental destruction.

In this study I look for the answers of these questions:

- What are the attitudes of language teachers on global issues and values?
- How and by whom should the choice of which global issues and values to be applied into language classroom be made?

“Global education” is a new approach to language teaching that attempts to answer these questions. It aims to enable students to effectively acquire a foreign language while empowering them with the knowledge, skills, and commitment required by world citizens to solve global problems. Global education has been defined as “education which promotes the knowledge, attitudes and skills relevant to living responsibly in a multicultural, interdependent world” Another definition states that “global education consists of efforts to bring about changes in the content, methods and social context of education in order to better prepare students for citizenship in a global age”

Global educators emphasize that global education is a pedagogical approach, not just a new “teaching technique,” and usually designate peace, human rights, development, and the environment as the four content areas of global education.

It can be assumed that the fundamental goal of education is to develop in people certain values. The role of global education might be to facilitate the formation of global values – goals of standards vital for living in the interdependent world. However, the question of which particular values to ‘equip’ students with remains problematic.

Değerli Meslektaşlarım,

21. Yüzyılın dil öğretmenleri olarak kritik bir dönemde yaşıyoruz. Dünyamız, terörizm, etnik çatışmalar, sosyal eşitsizlik ve çevresel yıkım gibi ciddi evrensel sorunlar yaşamakta.

Bu çalışmamda, cevabını aradığım sorular:

- Yabancı dil öğretmenlerinin evrensel meseleler ve değerler koularındaki tutumları nelerdir?
- Yabancı dil derslerinde üzerinde durulacak evrensel meseleler ve değerlerin seçimi nasıl olmalı, kimler tarafından yapılmalıdır?

“Global Eğitim”, yeni bir dil öğretim yaklaşımı olarak, öğrencileri evrensel sorunları çözmek üzere gerekli bilgi, beceri ve kararlılığı kazanmış dünya vatandaşı olarak yetiştirmeyi amaçlar. Global Eğitim, ‘Çokkültürlü ve birbirine bağlı yaşanılan bir dünyada sorumlu olarak yaşamak için gerekli bilgi, tutum ve beceriyi özendiren eğitim’ olarak tanımlanmaktadır. Bir başka tanımı da, “global Eğitim, global çağda öğrencileri daha iyi birer vatandaş yetiştirmek üzere eğitim müfredatında, metotlarında ve sosyal bağlamda değişiklik çabalarından oluşur. Global eğitimciler, Global Eğitimin sadece yeni bir öğretim tekniği değil, pedagojik bir yaklaşım olduğunu vurgulamakta ve içeriğinin barış, insan hakları, kalkınma ve çevre olmak üzere dört alandan oluştuğunu ifade etmekte.

PART 1 : BACKGROUND INFORMATION
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1- What country are you from?

2- Age :

20 – 24 () 25 – 30 () 30 – 35 () 36 – 40 () 41 – Above ()

3- Sex : Female () Male ()

4- School :

5- How many years have you been teaching English for?

1-5 () 6-10 () 11-15 () 16 and more ()

6- Have you had any experience in teaching global issues (choose one)?

a. Yes ()

b. A little ()

c. No (...)

If your answer to Question 6 is 'a' or 'b', you DO NOT need to answer Question 7.

If your answer to Question 6 is 'c', you DO NOT need to answer Questions 8 and 9.

7- Please briefly describe your most recent teaching context (age / level of students, type of school, etc.).

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8- Please briefly describe the teaching context you were teaching global issues in (age / level of students, type of school, etc.).

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9- How and by whom was the choice of what global issues to discuss made in your teaching context?

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Please use this space to give any extra comments if you wish.

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PART 2 : GLOBAL ISSUES

In **Question 10**, please indicate your response by **putting a cross (X)** in the appropriate box and provide reasons for your answer. If you think there are some **other** types of global issue to be included in or excluded from the curriculum, please use the **empty boxes at the bottom** to add them.

10- In your opinion, should the following global issues be discussed in foreign language classroom in the context you described above in Question 7 or 8?

	Yes	Probably	Not sure	Not really	No	Reasons for your answer
Environmental Issues (e.g., pollution, deforestation, endangered animals, global warming, recycling, natural disasters etc.)						
Peace Education Issues (wars, nuclear arms race, refugees etc.)						
Human Rights Issues (e.g., racism, children's rights etc.) Intercultural Communication Issues (e.g., cultural issues, global citizenship vs, national identity, multiculturalism etc.)						
Socio-Economic Issues (e.g., poverty, wealth, consumer society, advertising etc.)						
Health Concerns (e.g., drugs, AIDS etc.)						
Linguistic Imperialism (in case of the English language)						

11. In your opinion, what might be appropriate criteria for deciding what global issues to focus on in foreign language education?

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12. In your opinion, who should make decisions whether to include / what particular global issues to include in the foreign language curriculum?

Students	
The individual teacher	
Teachers as a group	
School administration	
Ministry	
Higher governmental level	
International organisations (e.g., EU, UN, etc.)	
Other (please specify)	

Please give reasons for your answer/s to Question 12.

Please use this space to give any extra comments if you wish.

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PART 3 : GLOBAL VALUES

In **Question 13**, please indicate your response by **putting a cross (X)** in the appropriate box. If you think there are some **other** global values to be developed in students, please use the **empty boxes at the bottom** to add them.

12- In your opinion, how important is it to develop the following global values in students in foreign language teaching?

1. very important
2. important
3. quite important
4. not sure / neutral
5. quite unimportant
6. unimportant
7. very unimportant

	1	2	3	4	5	6	7
Justice							
Freedom							
Peace							
Dignity							
Equality							
Rights							
Democracy							
Social responsibility							
Tolerance							
Independence							
Environmentalism							
Multiculturalism							
Anti-consumerism							

Please give reasons for any of the choices you made in Question 13

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14-In your opinion, what might be appropriate criteria for deciding what global values to promote in foreign language education?

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15- In your view, who should make decisions whether to develop / what particular global values to develop in students in foreign language education?

Individual teacher	
Group of teachers	
School administration	
Ministry	
Higher governmental level	
International level (e.g., EU, UN etc.)	
Other (please specify)	

Please give reasons for your answer/s to Question 15.

Please use this space to give any extra comments if you wish.

.....

PART 4: EVALUATION

In Questions 16 and 17, please indicate your response by **putting a cross (X)** in the appropriate box.

16- Do you think that this questionnaire has contributed to raising your awareness of the possible place of global education within foreign language teaching?

Yes	Probably	Not sure	Not really	No

17- Has this questionnaire made you feel that it is **important** to incorporate global education within foreign language teaching?

Yes	Probably	Not sure	Not really	No

Please use this space to give any extra comments if you wish.

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APPENDIX 2

The Interviews

INTERVIEW 1:

Sex : Male
Age : 38
Country : Greece

1- What do you think of global education and global issues?

All global issues and values are essential in the education of young people. In our context coexistence is very important. It includes many of the other values such as peace, Rights, Social responsibility etc. In my country, teachers are free to choose topics in EFL classes. Students are required to prepare portfolios on topics of interest for their final exam, so teacher may introduce global issues if they so wish.

2- What are your experiences on involving Global Education or Global Issues into your language classroom?

I used to be interested in Global Education so far. I am also involved in UNESCO and UNICEF projects in the schools. I am in contact with the teachers through e-mail. I sometimes visit the schools, and I check the students' work. UNICEF presents students who complete the UNICEF Project with a Diploma. Through this project students exchange albums and tapes with schools abroad. I have encouraged my students to have an EFL school magazine, which was sent abroad. We also did some student exchanges. Today things are much more sophisticated based on the Internet. We have a variety of different projects, most of them ongoing. I believe that all these different projects increase my students' interests in learning a foreign language. And they not only motivate the students but also the teachers to participate in such projects.

3- Regarding to the Global Education, what types of activities do you involve in your classroom?

In my class, I tried to integrate the international understanding into most lessons. Students learnt about other countries through correspondence, exchange of tapes and albums. This was before the use of e-mail. All classes in the school grades were

expected to be involved in these projects at least once in their school life. All the EFL teachers in the school cooperated.

4- How do you decide on the language tasks based on Global Education?

I encourage my students to decide on their projects. Actually after consultation with their teachers they make their own choices. And also there is a wide selection of topics to choose from and students are encouraged to suggest more topics.

5- How do you think the criteria on involving Global Education into language classroom should be set?

Students' interests and relevance are the criteria that should be used On the other hand besides UNESCO and UNICEF, there are other non-governmental organisations and associations all around the world. They follow the developments on global issues and study on many projects. I think such organisations may suggest a suitable checklist and criteria about the global issues and the curriculum. These bodies may provide materials, suggestions, encouragement and the former provides funding. Once we had UNESCO support for Model United nations which take place annually.

6- Have you got any other comments?

I have always believed in the importance of EFL teachers (and others) introducing global issues into their teaching. I have done it all my life. I would like to congratulate you on your initiative in trying to find out what EFL teachers think. I would be interested to hear what response you have had. Please feel free to ask me any further questions. It has been my life's work.

INTERVIEW 2:

Sex : Male
Age : 33
Country : Greece

1- What do you think of global education and global issues?

I think it is important to teach our children about the world. They must be involved in the language classroom that our students do not have any other subject to deal with such issues.

2- What are your experiences on involving Global Education or Global Issues into your language classroom?

While planning my lessons I always consider about global issues. And also I used to assign my students with tasks related with global issues. I can say that talking about current developments in the classroom motivate learners. Their desire on participating in the discussions increase.

3- Regarding to the Global Education, what types of activities do you involve in your classroom?

Considering the four main language skills I plan my lessons on global issues. We sometimes have a brainstorming activity on a current natural disaster or the other events on the world such as the wars, political conflicts, environmental problems etc. I sometimes read related articles and provide a class discussion on them. Thanks to our current textbook that it involves related reading materials and tasks. Focusing on the projects in the book I ask my students to prepare similar ones.

4- How do you decide on the language tasks based on Global Education?

In fact our textbook leads us. But sometimes we bring the current developments in the world.

5- How do you think the criteria on involving Global Education into language classroom should be set?

The government may suggest in the curriculum. Otherwise the textbooks or the students themselves decide it. Of course as teachers we can also plan our lessons and set the necessary criteria.

6- Have you got any other comments?

I think students should be aware of the world they live in. There are other races, cultures, wars, environmental problems etc. Bringing such events into our classrooms we may expect them to take part in the solution of such problems in the future.

INTERVIEW 3:

Sex : Female

Age : 27

Country : Greece

1- What do you think of global education and global issues?

We are living in a global village. So all the problems in the world are interest of all people. We must bring such problems into our classroom to make our students aware of them. On the other hand they must know about the other people living in the world. In the future they will have those problems and they will try to solve all those problems with the others in the world.

2- What are your experiences on involving Global Education or Global Issues into your language classroom?

In general, I try to find texts and news related with global issues from the Internet and bring them to the classroom. Unfortunately we haven't got such issues in our curriculum. So as teachers we must do something about it.

3- Regarding to the Global Education, what types of activities do you involve in your classroom?

I read the texts and news in the classroom and ask some comprehension questions. Focusing on the problems I expect them to find out solutions. And sometimes I make them watch a video series which involves such issues and have some speaking activities on it. Sometimes I ask them to write about environment and the world in general. In the last written exam, I wanted them to write a composition about 'Global Village'.

4- How do you decide on the language tasks based on Global Education?

In fact the current developments and events decide it. And sometimes the students bring related issues into the classroom.

5- How do you think the criteria on involving Global Education into language classroom should be set?

First, the curriculum should involve such issues and the textbooks we use in the classroom may involve related texts and tasks. Actually there are some in my current textbook. But they are mostly about the other cultures not about the problems exactly.

6- Have you got any other comments?

Such issues are the life itself. And you know students learn through authentic materials. We can use them in the classroom. I think such issues can provide the motivation. Because they are the life itself. Students would like to study on them. Besides English, with the help of it we can teach other things to our students. We can also ask our students to find related materials from the Internet. By this way they would learn how to reach the knowledge. In the end they would be aware of the problems around them and the world they are living in.

INTERVIEW 4:

Sex : Female

Age : 27

Country : Greece

1- What do you think of global education and global issues?

We, the teachers are of course teaching but not training. We must also educate them for the life. They must know about the world they are living in. They must be aware of the political, economical or global developments both in their countries and the world.

2- What are your experiences on involving Global Education or Global Issues into your language classroom?

Even in their mother tongue we often had discussions on different issues in the classroom. And for term work or assignment I asked them to write compositions about the subjects I told. In the written exams the topics for the composition are generally about global issues like pollution, wars etc.

3- Regarding to the Global Education, what types of activities do you involve in your classroom?

There are related subjects in their coursebooks. I try to expand the reading texts and have discussions on these subjects. Once I divided the class into two groups and they discussed about the wars and peace. Finally they found out ways of providing peace in the world.

4- How do you decide on the language tasks based on Global Education?

Generally the titles and the texts in the coursebook. Recently there was a text about the air pollution and we discussed the other pollutes in our country and the world.

5- How do you think the criteria on involving Global Education into language classroom should be set?

You know our ministry has published a textbook recently. There could be texts, titles or topics related with the global issues.

6- Have you got any other comments?

Students are motivated when such issues are brought in the classroom. Either in the curriculum or in the textbook there must be educating subjects or texts. Because, in my school I see that the textbook is leading the English Teachers about the tasks and activities in the classroom.

INTERVIEW 5:

Sex : Female

Age : 33

Country : Greece

1- What do you think of global education and global issues?

We see them on the news on TV or newspapers. I also read about the global events on the magazines like Time and Newsweek.

2- What are your experiences on involving Global Education or Global Issues into your language classroom?

You know we have a curriculum. And in our curriculum there aren't much about them. If there are important developments like earthquakes or wars in the world I ask my students about them.

3- Regarding to the Global Education, what types of activities do you involve in your classroom?

We have discussions on the important developments.

4- How do you decide on the language tasks based on Global Education?

It depends on the recent developments. At least I want them to be aware of the latest developments in the country or in the world.

5- How do you think the criteria on involving Global Education into language classroom should be set?

Through the curriculum. Like disasters.

6- Have you got any other comments?

Students must be aware of the latest developments. So we can discuss them in our classrooms.

INTERVIEW 6:

Sex : Male
Age : 31
Country : Greece

1- What do you think of global education and global issues?

I think that global education and issues are important parameters for the students' comprehension of the world. As long as global values and phenomena such as peace, war, patriotism and freedom are included in the current curriculum of national education, I believe that their views will alter in positive way. The teachers must provide materials having contextually these themes.

2- What are your experiences on involving Global Education or Global Issues into your language classroom?

Especially, I am trying to bring reading materials, and also I want the students to prepare portfolio.

3- Regarding to the Global Education, what types of activities do you involve in your classroom?

We discuss the global concepts in the reading passage.

4- How do you decide on the language tasks based on Global Education?

Recent developments in the world generally give rise to select a proper topic. Nevertheless, while trying to help the students understand and make comments these kinds of concepts; I am taking into the consideration the interest of the students. For example, while discussing the theme ' being fair', I prefer a reading passage an event occurring in a football match.

5- How do you think the criteria on involving Global Education into language classroom should be set?

After all, the students' views must be borne in mind.

6- Have you got any other comments?

Curriculum and the subjects studied in the classroom must be current and there must be a relationship with curriculum with other countries.

INTERVIEW 7:

Sex : Female

Age : 29

Country : Turkey

1- What do you think of global education and global issues?

Since we are teachers, our first responsibility is to prepare the students to the life and its reality. After all, the student must know what is happening in this world therefore, global issues and values are crucial for the development of the students.

2- What are your experiences on involving Global Education or Global Issues into your language classroom?

Generally, we talk about global issues for example; war going on in Iraq, concept of peace and then I want them to write a composition or find out an article and get it to the classroom. In fact, when I incorporate with a global issue or value in my classroom, even the students who has less enthusiasm on learning a foreign language and unwilling to participate in my lessons try to express their ideas about the issue. I can say, such issues have a power on motivating our learners both on learning a foreign language and participating in classroom discussions.

3- Regarding to the Global Education, what types of activities do you involve in your classroom?

I find dramatisation (role playing)) very useful for the students because first of all, they find it very enjoyable

4- How do you decide on the language tasks based on Global Education?

Mostly, I prefer the articles and pictures from the newspapers and magazines

5- How do you think the criteria on involving Global Education into language classroom should be set?

I think ministry is responsible on this issue; they must develop a curriculum involving global themes.

6- Have you got any other comments?

All English teachers must be aware of global education for that reason, fastidious studies on global education must be carried out by the national education ministry.

INTERVIEW 8:

Sex : Male
Age : 30
Country : Turkey

1- What do you think of global education and global issues?

The world is getting smaller and smaller; as a result of this situation, we can be affected mentally or emotionally even if an event takes place in a remote part of the world. for instance, economic crisis due to increasing of oil prices or war on the gulf. Our students, in a way, must be aware of these kinds of phenomena.

2- What are your experiences on involving Global Education or Global Issues into your language classroom?

Even though our curriculum is unnecessary on this field, I am personally trying to get sources including global issues from the net.

3- Regarding to the Global Education, what types of activities do you involve in your classroom?

I choose a topic and discuss it with my students after that, I want them to listen to the news and find out the comments from the experts. They write a composition about then.

4- How do you decide on the language tasks based on Global Education?

Curriculum released by ministry decides it

5- How do you think the criteria on involving Global Education into language classroom should be set?

Topics which are related to global issues can be involved

6- Have you got any other comments?

I think that global education, to great extent, will solve education problem of turkey. It will help the students talk about social events and think critically.

INTERVIEW 9:

Sex : Male
Age : 35
Country : Turkey

1- What do you think of global education and global issues?

There are wars and conflicts everywhere in the world. And there are many events which may interest our students such as the environmental movements, international events etc. I think Global Education is that, adapting such global events into our classrooms.

2- What are your experiences on involving Global Education or Global Issues into your language classroom?

Sometimes talk about such events in the classroom. We discuss such international events both in Turkish and English.

3- Regarding to the Global Education, what types of activities do you involve in your classroom?

Discussion, Brainstorming activities and writing compositions about them.

4- How do you decide on the language tasks based on Global Education?

I do it myself. Because there aren't any topics related with global events in the curriculum.

5- How do you think the criteria on involving Global Education into language classroom should be set?

Ones which concerns our country.

6- Have you got any other comments?

It's good to make our students to be informed about the events in the world. They must improve themselves intellectually as well. Bringing such topics into the classroom may provide it.

INTERVIEW 10:

Sex : Female

Age : 25

Country : Turkey

1- What do you think of global education and global issues?

I do not have much experience on these subjects but as far as I know they are about thinking globally. I mean they are about the global subjects that all people in the world must know.

2- What are your experiences on involving Global Education or Global Issues into your language classroom?

I cannot say I have much experience on these subjects.

3- Regarding to the Global Education, what types of activities do you involve in your classroom?

We do not have any subjects about these topics in our curriculum. But I think there must be. I guess the result of your study will show the importance of dealing with such issues. While teaching a foreign language, the issues you listed in the questionnaire are really important to deal with. Our students must be aware of them. And it is our duty.

4- How do you decide on the language tasks based on Global Education?

If the government puts some topics in the curriculum I can do activities with them. I mean the government must decide on these tasks.

5- How do you think the criteria on involving Global Education into language classroom should be set?

The government can set the criteria. We, the teachers must follow the curriculum and we cannot do anything else.

6- Have you got any other comments?

It can be good involving global education. The students can be more motivated.

INTERVIEW 11:

Sex : Female

Age : 27

Country : Turkey

1- What do you think of global education and global issues?

I have read an article about global education. I believe that we must teach our students the responsibilities of living in the world. They must know about the developments in the world and they must know how to respond. Or they must have ideas about the developments. They must have ideas for the solution of the problems concerning the world.

2- What are your experiences on involving Global Education or Global Issues into your language classroom?

When there were some wars, I asked my students to write compositions about the war and peace. And I usually want them to write articles about pollution or environment. Sometimes we talk about the news. When they are given tasks about the events around themselves, they seem to do their bests by adding their own ideas on the issues.

3- Regarding to the Global Education, what types of activities do you involve in your classroom?

Writing compositions about global issues and speaking activities.

4- How do you decide on the language tasks based on Global Education?

We read newspapers and watch news on TV. And we learn about the global events.

5- How do you think the criteria on involving Global Education into language classroom should be set?

We know our students. We know about their interests and hobbies. For example they like sports and football. We can use news about the world cup. Or we can talk about the Oscar in the classroom.

6- Have you got any other comments?

Global issues are real things. They are from the life itself. So students would like to study on these subjects. We must use them in our classrooms.

INTERVIEW 12:

Sex : Female

Age : 24

Country : Greece

1- What do you think of global education and global issues?

I know about them. In the university I have studied about it. There are serious issues like terrorism and environmental destruction. As language teachers I think we should have responsibilities about the solution. And it is teaching our students about them.

2- What are your experiences on involving Global Education or Global Issues into your language classroom?

I aimed to teach my students to think critically. And I wanted them to be aware of the world and the problems in the world. Finally I expected them to come up with solutions with these problems.

3- Regarding to the Global Education, what types of activities do you involve in your classroom?

I made a list of problems in the world: wars, pollution, problems with animals, social inequality, consumerism etc. Then I wanted them to find out solutions with them.

4- How do you decide on the language tasks based on Global Education?

As I said, with brainstorming activity we make a list about global issues. Then the students write their projects about the solutions.

5- How do you think the criteria on involving Global Education into language classroom should be set?

I think the education system in our country is not sufficient to provide knowledge and skills for our students to cope with the problems in the world. This is the main criteria I think.

6- Have you got any other comments?

In fact your study focuses on an important issue. After all while planning my lessons I will consider about such issues. All teachers should do that. Global issues can provide meaningful content for our classrooms. So we must use materials about global issues and the tasks must be about them.

INTERVIEW 13:

Sex : Female

Age : 29

Country : Turkey

1- What do you think of global education and global issues?

I do not have much information about Global Education and Global Issues. I have learned some about them from your questionnaire.

2- What are your experiences on involving Global Education or Global Issues into your language classroom?

Actually I do not have much experience. But I used to ask my students about environmental problems.

3- Regarding to the Global Education, what types of activities do you involve in your classroom?

After this questionnaire and the interview I will use such issues in my classroom. I will apply some tasks about these issues. At least I can ask my students to prepare projects related with such issues.

4- How do you decide on the language tasks based on Global Education?

I plan to adapt the daily developments in the world. We can have discussions on finding solutions to the world problems.

5- How do you think the criteria on involving Global Education into language classroom should be set?

The curriculum can involve these issues. They can be about the problems, wars and other international events.

6- Have you got any other comments?

The curriculum must involve global issues. I think the students must be aware of these issues.

INTERVIEW 14:

Sex : Male
Age : 33
Country : Turkey

1- What do you think of global education and global issues?

I did not realise that they were such important until your study. But they are important for the education of our students.

2- What are your experiences on involving Global Education or Global Issues into your language classroom?

I used to bring reading passages about these issues and study on them.

3- Regarding to the Global Education, what types of activities do you involve in your classroom?

Reading passages and composition tasks about the pollution or wars.

4- How do you decide on the language tasks based on Global Education?

It depends on the reading passages we study on. I can say it depends on the coursebook.

5- How do you think the criteria on involving Global Education into language classroom should be set?

The issues to be studied on must be about current events in the world.

6- Have you got any other comments?

I want to thank you for dealing with such an issue. Through your questionnaire I realized that we are not doing enough to prepare our learners on the responsibilities they will have in the future. I have copied the lists of both global issues and global values and I will try to develop related activities.

I will also choose coursebooks which involve global issues. You know, they are very useful materials both for reading and speaking tasks.

INTERVIEW 15:

Sex : Male
Age : 36
Country : Turkey

1- What do you think of global education and global issues?

They are important for our students that they will have experiences about these issues in the future. They will be the leader of our world in the future. They must be ready to face them.

2- What are your experiences on involving Global Education or Global Issues into your language classroom?

I use video in my classroom. There are multi-cultural themes and problems in the world.

3- Regarding to the Global Education, what types of activities do you involve in your classroom?

We have discussion on the subjects in this video. Students ask and answer questions about these subjects. They talk about their country as well.

4- How do you decide on the language tasks based on Global Education?

According to the level and interests of the students.

5- How do you think the criteria on involving Global Education into language classroom should be set?

The government must set the criteria. There must be global issues in the curriculum.

6- Have you got any other comments?

When we talk about recent developments and te events in the world students are more involved in the activities. We must use global issues in the classroom.

INTERVIEW 16:

Sex : Female

Age : 34

Country : Turkey

1- What do you think of global education and global issues?

The Global Education and Global Issues are the important side of education. The students must know about the countries, cultures, races and problems in the world. And the teachers have a big responsibility about this.

2- What are your experiences on involving Global Education or Global Issues into your language classroom?

I usually talk about global events in the classroom. I try to give sample sentences about the new structures or vocabulary related with global issues. We study on the cultures of the other countries. Then we compare them with the local one. I bring pictures of different people or the pictures of events from the newspapers. Then I ask them to talk about the pictures. Sometimes they discuss about them in Turkish but I do not mind. Sometimes my students also bring related articles about such issues.

3- Regarding to the Global Education, what types of activities do you involve in your classroom?

Speaking activities like discussion and sometimes role-play. And I sometimes writing activities.

4- How do you decide on the language tasks based on Global Education?

The level of the students is important. On the other hand the task must be interesting and motivating. But I can say that all global issues provide necessary motivation. My students like talking about such issues.

5- How do you think the criteria on involving Global Education into language classroom should be set?

Our government should set the necessary criteria. But the curriculum should be set in cooperation with the other nations. An international curriculum on global education must be set. Because these issues relate all the people in the world. There must be a join curriculum involving global issues.

6- Have you got any other comments?

All we have responsibilities to prepare our students for the future and the problems they will face in the future. You seem to have accomplished your duty on this issue by increasing our awareness through your study. After this first as teachers we must inform our students. Then the government has a duty to provide necessary curriculum and the materials for global education. The parents also have responsibilities about this. Finally, international organizations must support global education.

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