

REPUBLIC OF TÜRKİYE
AMASYA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

**EXPLORING EFL TEACHERS' GLOBAL SKILLS PERCEPTIONS
AND PRACTICES**

Master's Thesis

SERDAR EROĞLUER

AMASYA
February – 2024

T.C.
AMASYA ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

İNGİLİZ DİLİ EĞİTİMİ ÖĞRETMENLERİNİN KÜRESEL BECERİ
ALGILARINI VE UYGULAMALARINI KEŞFETMEK

Hazırlayan
Serdar EROĞLUER

Tez Danışmanı
Doç. Dr. Ayfer SU BERGİL

AMASYA – 2024



To my Little Miss Sunshine...

TEZ ONAY SAYFASI

Serdar EROĞLUER tarafından hazırlanan “EXPLORING EFL TEACHERS' GLOBAL SKILLS PERCEPTIONS AND PRACTICES” başlıklı çalışma aşağıdaki jüri tarafından.../.../.....tarihinde yapılan savunma sınavı sonucunda oy birliği/oy çokluğu ile Amasya Üniversitesi Sosyal Bilimleri Enstitüsü İngiliz Dili Eğitimi Bilim Dalında Yüksek Lisans Tezi olarak kabul edilmiştir.

Jüri

İmza

Danışman : Doç. Dr. Ayfer SU BERGİL

.....

Üye : Doç. Dr. Ahmet ÖNAL

.....

Üye : Dr. Öğr. Üyesi Hayriye AVARA

.....

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım. .../.../.....

.....

Doç. Dr. HasanYERKAZAN

Sosyal Bilimler Enstitü Müdürü

ETİK BEYAN SAYFASI

Tezimin içerdiki yenilik ve sonuçları başka bir yerden almadığımı ve bu tezi Amasya Üniversitesi Sosyal Bilimler Enstitüsünden başka bir bilim kuruluşuna akademik gaye ve unvan almak amacıyla vermediğimi; tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada kullanılan her türlü□ kaynağa eksiksiz atıf yapıldığını, bu tezde sunduğum çalışmanın özgün olduğunu bildirir, aksinin ortaya çıkması durumunda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim.

15/01/2024

Serdar EROĞLUER

İmza

ABSTRACT

EXPLORING EFL TEACHERS' GLOBAL SKILLS PERCEPTIONS AND PRACTICES

Serdar EROĞLUER

Amasya University, Institute of Social Sciences

Department of Foreign Language Education, M.A., January/2024

Supervisor: Assoc. Prof. Dr. Ayfer SU BERGİL

The primary objective of this quantitative study is to investigate the practices and perceptions of English as a Foreign Language (EFL) teachers in the integration of global skills. The study addresses six key research questions, focusing on EFL teachers' practices and perceptions of global skills, their familiarity with these skills, motivation to integrate them, the correlation of global skills with its components, the effects of demographic variables on teachers' practices, and the compatibility of EFL classes and curricula for implementing global skills. To achieve this, the study examined 163 EFL teachers who volunteered from different school levels (primary, secondary, and high school) in both private and state schools in Tokat. To assess participants' practices and perceptions of global skills, the '21st Century Teaching and Learning Survey,' originally developed by Ravitz in 2014, was applied with some adaptations. All data were analyzed using SPSS. The study's results revealed that EFL teachers actively strive to develop students' communication and collaboration skills, with over 80% of them making at least moderate efforts in this regard. In the case of digital skills, this percentage exceeded 50%. However, for other skills, teachers displayed less enthusiasm in integrating them into their classes. A substantial number of teachers reported either not assessing certain global skills or doing so only to a minor extent. Additionally, EFL materials, such as textbooks, were seen as less globally aligned compared to the curriculum. The consensus among the majority of teachers was that English classes provide an ideal platform for teaching global skills. It was argued that, in addition to 21st century skills, global skills are imperative in schools. To make this a reality, English classes and EFL teacher education programs need to be redesigned, recognizing English as a crucial medium for teaching these skills.

Keywords: global skills, global education, 21st century skills, EFL classes, curriculum.

ÖZET

İNGİLİZ DİLİ EĞİTİMİ ÖĞRETMENLERİNİN KÜRESEL BECERİ ALGILARINI VE UYGULAMALARINI KEŞFETMEK

Serdar EROĞLUER

Amasya Üniversitesi, Sosyal Bilimler Enstitüsü

Yabancı Diller Eğitimi Anabilim Dalı, Yüksek Lisans, Ocak/2024

Danışman: Doç. Dr. Ayfer SU BERGİL

Bu nicel çalışmanın temel amacı, İngilizce öğretmenlerinin küresel becerilerin entegrasyonu konusundaki uygulamalarını ve algılarını araştırmaktır. Çalışma, İngilizce öğretmenlerinin uygulamalarına ve küresel becerilere ilişkin algılarına, bu becerilere aşinalıklarına, bunları entegre etme motivasyonlarına, küresel becerilerin bileşenleriyle korelasyonuna, demografik değişkenlerin öğretmenlerin uygulamaları üzerindeki etkisine ve küresel becerilerin uygulanması için yabancı dil sınıflarının ve müfredatlarının uyumluluğuna odaklanan altı temel araştırma sorusunu ele almaktadır. Bunun için, çalışma kapsamında Tokat'taki hem özel hem de devlet okullarında farklı okul düzeylerinden (ilkokul, ortaokul ve lise) çalışan 163 İngilizce öğretmeni gönüllü olarak araştırmaya katıldı. Katılımcıların küresel becerilere ilişkin uygulamalarını ve algılarını değerlendirmek için, Ravitz tarafından 2014 yılında geliştirilen '21.Yüzyıl Becerilerini Öğretme ve Öğrenme Anketi' bazı uyarlamalarla birlikte kullanıldı. Tüm veriler SPSS kullanılarak analiz edildi. Araştırmanın sonuçlarına göre, İngilizce öğretmenlerinin öğrencilerin iletişim ve işbirliği becerilerini geliştirmek için aktif olarak çabaladıklarını ve %80'inden fazlasının bu konuda en azından orta düzeyde çaba harcadığını ortaya çıkardı. Dijital becerilerde bu oran %50'nin üzerindedir. Ancak diğer beceriler konusunda öğretmenler bunları sınıflarına entegre etme konusunda daha az isteklidirler. Öğretmenlerin önemli bir kısmı ya belirli küresel becerileri değerlendirmediklerini ya da bunu çok az düzeyde yaptıklarını belirtmişlerdir. Ek olarak, ders kitapları gibi İngilizce materyallerinin müfredatla karşılaştırıldığında küresel becerileri ele almada daha az uyumlu olduğu görülmüştür. Öğretmenlerin çoğunluğunun fikir birliği, İngilizce derslerinin küresel becerileri öğretmek için ideal bir platform sağladığı yönünde olmuştur. Bunu gerçeğe dönüştürmek için; İngilizce derslerinin ve İngilizce öğretmeni yetiştirme programlarının, İngilizce'yi bu becerilerin öğretilmesinde çok önemli bir araç olarak kabul ederek yeniden tasarlanması gerektiği sonucuna varılmıştır.

Anahtar Kelimeler: küresel beceriler, küresel eğitim, 21. Yüzyıl becerileri, yabancı dil dersleri, müfredat.



FOREWORD

First of all, I would like to express my sincere gratitude to my supervisor Assoc. Prof. Dr. Ayfer SU BERGİL for her warmth and positive approach from the first day of my master's degree, and for her patient, kind and informative guidance and support throughout my thesis period. I need to point out how important the supervisor is on this master's degree path, which I am embarking on for the second time, and that this thesis would not be possible without her.

I would like to thank to Asst. Prof. Dr. Hayriye AVARA and Assoc. Prof. Dr. Melike BAŞ for being very understanding throughout the lecture period and for the unique experience they gave me academically as well.

I also need to express my gratitude to my dear friend of 20 years, Assoc. Prof. Dr. Züleyha ÜNLÜ CARLIK, who made a great contribution to this thesis by both encouraging and guiding me.

Lastly, I extend my heartfelt appreciation to my cherished wife, Ayşe, whose steadfast presence during my academic pursuits has been an unwavering pillar of support. Her enduring sacrifice and boundless love have been the guiding lights that have illuminated my path.

Serdar EROĞLUER

15/01/2024

TABLE OF CONTENTS

ETİK BEYAN SAYFASI	i
ABSTRACT.....	ii
ÖZET	iii
FOREWORD	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	x
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS.....	xiii

CHAPTER I

1. INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Purpose of the Study.....	5
1.3. Research Questions	6
1.4. Significance of the Study.....	6
1.5. Limitations.....	7

CHAPTER II

2. LITERATURE REVIEW.....	9
2.1. Globalization	9
2.2. Global Education	11
2.3. 21 st Century Skills Frameworks	14
2.4. The Difference Between Global Skills and 21 st Century Skills.....	17
2.5. Global Skills	19
2.5.1. Communication and Collaboration skills	20
2.5.2. Creativity and Critical Thinking Skills.....	22
2.5.3. Intercultural Competence and Citizenship	23

2.5.4. Emotional Self-Regulation and Well-Being.....	24
2.5.5. Digital Literacy.....	26
2.6. The relevance of Global Issues and Global skills in ELT	27
2.7. Global Issues and Global Skills in EFL Books and Curriculum	30
2.8. EFL Teachers and Teaching Global Skills	31

CHAPTER III

3. METHODOLOGY	34
3.1. Design of the Study	34
3.2. Setting and Participants	35
3.3. Data Collection Instrument.....	37
3.4. Data Collection and Analysis	39

CHAPTER IV

4. FINDINGS	41
4.1. The Findings of RQ1 Considering the EFL Teachers' Familiarity with Global Skills	41
4.2. The findings of RQ2 Considering the EFL Teachers' Global Skills Practices and Perceptions.....	42
4.2.1. Communication and Collaboration Skills.....	42
4.2.2. Critical Thinking and Creativity Skills.....	45
4.2.3. Intercultural Competence and Citizenship	48
4.2.4. Emotional Self-Regulation and Wellbeing.....	52
4.2.5. Digital Literacies	54
4.3. The Findings of RQ3 Considering the EFL Teachers' Motivation to Integrate Global Skills in Their Classes	56
4.4. The Findings of RQ4 Considering the Correlation of The Global Skills of in-Service EFL Teachers with Its Components of Global Skills	57
4.5. The Findings of RQ5 Considering the Effect of Demographic Variables Such As Gender Experience, Educational Background, School Level of EFL	

Teachers on Integrating Global Skills in EFL Classrooms	59
4.5.1. Gender	59
4.5.2. Experience	60
4.5.3. Educational Background.....	61
4.5.4. School Level	62
4.6. The Findings of RQ6 Considering the Impressions of EFL Teachers on How Much EFL Classes and Curricula are Compatible for Teaching Global Skills	63

CHAPTER V

5. DISCUSSION	66
5.1. Discussion on the EFL Teachers' Familiarity with Global Skills.....	66
5.2. Discussion on EFL Teachers' Global Skills Practices and Perceptions.....	67
5.2.1. Discussion on the EFL Teachers' Practices and Perceptions of Communication and Collaboration Skills.....	68
5.2.2. Discussion on the EFL Teachers' Practices and Perceptions of Critical Thinking and Creativity Skills.....	70
5.2.3. Discussion on the EFL teachers' Practices and Perceptions of Intercultural Competence and Citizenship.....	72
5.2.4. Discussion on the EFL teachers' Practices and Perceptions of Emotional Self-Regulation and Wellbeing	74
5.2.5. Discussion on the EFL Teachers' Practices and Perceptions of Digital Literacies.....	75
5.3. Discussion on the EFL Teachers' Motivation to Integrate Global Skills in Their Classes	76
5.4. Discussion on the Correlation of the Global Skills of EFL Teachers with Its Components.....	77
5.5. Discussion on the Effect of Demographic Variables on Global Skills Practices.....	78
5.5.1. Discussion on the Effect of Gender	78

5.5.2. Discussion on the Effect of Experience.....	79
5.5.3. Discussion on the Effect of Educational Background	80
5.5.4. Discussion on the Effect of School Level	81
5.6. Discussion on the Impressions of EFL Teachers on How Much EFL Classes and Curricula are Compatible for Teaching Global Skills	81

CHAPTER VI

6. CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS	84
6.1. Conclusion.....	84
6.2. Implications	87
6.3. Recommendations for Further Studies	88
REFERENCES	89
APPENDICES	107
Appendix 1. Ethical Approval.....	108
Appendix 2. Government Approval	110
Appendix 3. Scale Approval.....	111
Appendix 4. Data Collection Instrument.....	112
Appendix 5. Post-Hoc Analysis on the Effect of Years of Experience on Teachers' Practices	119
Appendix 6. Post-Hoc Analysis Regarding the Effect of Level of Education on Teachers' Practices	122
CURRICULUM VITAE	Hata! Yer işareti tanımla

LIST OF TABLES

Table 1. Skills Crucial for 21 st Century	15
Table 2. Global Skills Teacher Features	32
Table 3. Demographic Features	35
Table 4. Sections of the Scale and Details	37
Table 5. Reliability Statistics	38
Table 6. Data Normality Test.....	39
Table 7. Familiarity Level According to Mean Scores of Teacher on Global Skills	41
Table 8. Statistical Summary of Teachers' Opinions Regarding Collaboration skills	42
Table 9. Statistical Summary of Teachers' Opinions Regarding Communication Skills	43
Table 10. Statistics of Teachers' Perceptions of Communication-Collaboration Skills	44
Table 11. Statistical Summary for Critical Thinking Skills.....	45
Table 12. Statistical Summary for Creativity Skills	47
Table 13. Statistical Summary for Teachers' Perceptions of Critical Thinking and Creativity Skills.....	48
Table 14. Statistical Summary for Intercultural Competence.....	48
Table 15. Statistical Summary for Citizenship	50
Table 16. Statistics for Teachers' Perceptions of Intercultural Competence and Citizenship	51
Table 17. Statistical Summary for Emotional Self-Regulation and Wellbeing	52
Table 18. Statistics for Teachers' Perceptions of Emotional Self-Regulation and Wellbeing.....	53
Table 19. Statistical Summary for Digital Literacies.....	54

Table 20. Statistical Summary for Teachers' Perceptions of Digital Literacies	56
Table 21. Statistical Summary for Teachers' Motivation Level to Integrate Global Skills in the Classes.....	57
Table 22. The Correlation Between Global skill, Its Components and Total Score	58
Table 23. Effects of Gender on Teacher's Global Skills Practices.....	59
Table 24. ANOVA Results Evaluating the Impact of Years of Experience on Teachers' Practices.	60
Table 25. Effects of Educational Background on Teacher's Global Skills practices..	61
Table 26. ANOVA Scores on the Effects of school level on Teacher's Global Skills practices	62
Table 27. EFL Curriculum and Class Materials Compatibility with Global Skills ...	63

LIST OF FIGURES

Figure 1. The OECD Global Competence Framework.....	16
---	----



LIST OF ABBREVIATIONS

Abbreviation	Explanation
GS	Global Skills
EFL	English as a Foreign Language
OECD	Organization for Economic Co-operation and Development
CLIL	Content and Language Integrated Learning
ELT	English Language Teaching
OUP	Oxford University Press
ICT	Information and Communication Technology
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN	United Nations
CFE	Curriculum for Excellence
CEFR	Common European Framework of Reference for Languages
IPPR	Institute for Public Policy Research
P21	Partnership for 21 st Century Skills
IATEFL	International Association of Teachers of English as a Foreign Language
JALT	Japan Association for Language Teaching
TESOL	Teaching English to Speakers of Other Languages
GI	Global Issues
ANOVA	Analysis of Variance
RQ	Research Question
MA	Master of Arts
Ph.D.	Doctor of Philosophy

CHAPTER I

1. INTRODUCTION

This study seeks to explore the perception and practices of EFL teachers of global skills. This section is designed to provide some background information by focusing on the background, purpose, significance, limitations and the research questions of the study.

1.1. Background of the Study

21st century life is rapidly changing, and societies are in great flux due to developing digital technologies, global economic activities, political issues, increasing mobility, and growing diversity. To keep up with the current and future economic and social structures, education should cover not only traditional subjects but also those in many different fields. It is necessary for students of all levels to learn critical skills for their future lives, which are formed according to the needs of the global world.

Globalization presents new challenges for education, such as quick access to information and communication with people from very different social backgrounds due to increased social mobility (Stromquist&Monkman, 2020). Globalization makes integrating social and economic life easier, but it also requires new skills. While it is already necessary to acquire 21st century skills in order to keep up with the changes, global skills, which are the next level, have inevitably entered our lives. According to the paper “Creating Empowered 21st Century Citizens” published by Oxford University in 2019, these skills are formed as follows: communication and collaboration, creativity and critical thinking, intercultural competence and citizenship, emotional self-regulation and wellbeing, and digital literacies (Mercer et al., 2019). Improving global skills will enable students to become ready to participate in the fast-changing 21st century communities. The global skills mentioned are all about the products of the globalizing world, such as advances in technology, economic activities, increasing diversity, and mobility (Vertovec, 2007). In fact, concepts such as communication, cooperation, critical thinking, and digital abilities, which are called global skills, are not new concepts. Their integration into education and teaching in courses is new.

Education is an institution that provides important skills for success in the global world (Bedir, 2019). As highlighted by Yufriзал (2023), achieving success in the future for contemporary students hinges on a crucial factor: not only must those who impart the language they are learning possess linguistic proficiency, but they should also possess an

intimate understanding of the students' unique lifestyles. This thought is true to some extent, but it is no longer enough. Due to the rapid changes, as many scholars agree, it is necessary to consider many elements from business life to citizenship and social structure when establishing a teaching environment. Such a vital impact of education has never been felt before. While this is the case, current education may not always be able to provide effective answers to the current or future potential needs of students. According to Bedir (2019), the trainings given in the existing educational environments are not suitable for the job market as well.

It has been seen that new skills, which are now defined as global skills, related to changing living conditions should be developed and education systems should center them (Trilling & Fadel, 2009). Every day, education authorities and ministries of education in many countries are making moves to integrate global skills into education systems (OECD, 2018). These new skills are starting to become official and are being integrated into curricula around the world (OECD, 2018).

This will lead to some adaptations in the local sense as well with the help of teachers. Teachers should take responsibility and be active in raising students with the equipment required by society and employers (Harris & Sass, 2011). This also requires teachers to be open-minded and innovative. In other words, they should not only be a source of information, but also a source of inspiration and guidance, and they should anticipate global needs and be renewed accordingly. EFL teachers face a unique challenge. While equipping students with the language to unlock the world, they must also foster respect for its diverse peoples, cultures, and perspectives. This goes beyond grammar and vocabulary. They must encourage empathy, communication, and collaboration skills, preparing students to be active citizens in a globalized world. Critical thinking and digital literacy are crucial. Equipping students with these skills ensures they can navigate the complexities of the information age and contribute meaningfully to society. Compared to other teachers, English teachers have more advantages and responsibilities in this sense.

Accordingly, the only responsibility of teachers is not only to implement their own specific lessons, but also to gradually add these additional skills to their programs (Trilling & Fadel, 2009). From this perspective, global skills are important for all teachers and students. In addition to the methods used during the lesson, teachers' approaches and knowledge are important in the teaching of global skills. While all teachers can / should teach these skills in some way, especially foreign language teachers are in a more meaningful and advantageous situation in this regard. The adaptation of foreign language teaching's purpose, content, and

methods to evolving student needs indicates a reciprocal influence with social and economic trends, as noted by Nadia (2020). Methods and content become more global, allowing the student to better understand the change in the world and country they live in. As a new trend, global education predicts that foreign language is a form of communication that unites people in the world (Cates, 2000; Erfani, 2012; Hosack, 2011). Therefore, it seems more appropriate and possible to handle global issues in English language teaching.

The most important reason for this is the contemporary language teaching programs that have almost completely eluded traditionalist teaching and built language teaching on the development of communicative skills (Amerstorfer, 2021). In particular, methodologies such as communicative language teaching and CLIL argue that language can be learned using language, and the latter offers a dual teaching model by showing that language can be used both as a tool and as a goal, especially when learning a different content. The fact that communicative language teaching offers opportunities for especially in-class communication and cultural interaction means that communication skills, socio-emotional and intercultural interaction form the basis of language teaching (Gkonou & Mercer, 2017). The communicative methods used in language teaching show that English language teaching is also compatible with global skills teaching. At present, English stands as more than just a language; it has evolved into a quintessential international competency, earning its merit as a global skill in its own right. In conclusion, it emerges as a powerful instrument for imparting a broad spectrum of global skills, turning it into an invaluable tool for fostering comprehensive and interconnected learning experiences (Díaz-Pérez, 2013).

As mentioned above, many features of communicative language teaching, which is currently used in English teaching, are very applicable for the increase of global skills. Accordingly, it is of note to examine the practices and perceptions of EFL teachers about global skills. English teachers can pass these skills on to students from a different perspective. This research covers the integration of global skills in English language teaching through teacher views. To what extent these skills are given in EFL classes and the current situation of programs and curriculum of language education, materials and teachers' awareness on global skills will be discussed. In addition, it will be emphasized that ELT classes can create a suitable environment for teaching global skills by emphasizing the communicative approach and collaboration.

Global skills are a new concept in English language teaching (ELT), and as such, there is not yet a large body of research on this topic. However, there is a growing interest in global skills, and a number of studies have been conducted on the related topic of 21st century

skills.

One of the most important works on global skills in ELT is the study *Global Skills Creating Empowered 21st Century Citizens* by Mercer et al. (2019). In this study, the authors rearrange global skills into a framework that can be used in English language teaching. They also provide guidance on how to integrate global skills into English lessons.

Amerstorfer (2020) discussed how global skills can be integrated into EFL classes with the problem-based learning method in her study in 2020. The research generally focused on global skills detailed by OUP, which forms the basis of our research as well, and how this concept can be applied to EFL lessons. She discussed the methods and techniques that should be used to integrate competencies for this. She also suggests some ways of teacher education to be more prepared for global skills. Slatinska (2020) argued that global skills need to be taught at a very early age. She also emphasized the requirement for teacher training to focus on global skills development. Strakova (2020) discusses the integration of CLIL (Content and Language Integrated Learning) and the development of global skills, emphasizing that these skills should be imparted through a CLIL-style approach. The research also highlights the need for additional teacher training to address deficiencies in this context. Furthermore, the study underscores the interconnectedness of global issues and global skills, suggesting the creation of a comprehensive model.

Özden (2014) sought to examine if there were notable distinctions in how pre-service teachers perceived 21st century skills. The data analysis revealed significant distinctions based on gender, with women showing greater proficiency in the life and career sub-dimension of 21st century skills. Additionally, differences were observed based on branch and class variables, with 3rd-grade teacher candidates exhibiting higher scores than their 2nd-grade counterparts. Notably, income levels within families also influenced the 21st century skills of teacher candidates, with those from higher-income backgrounds scoring higher.

In their study, Gürültü et al. (2018) examined the utilization of 21st century teachers among secondary school teachers, exploring various skills. The "21st Century Teacher Skills Usage Scale," developed by Göksun (2016), was employed. The analysis indicated no significant differences based on gender and seniority but did reveal disparities according to the faculty from which the teachers graduated and the institution they worked for.

In Göksun's (2016) doctoral thesis, the primary goal was to identify the 21st century learner and teacher skills of teacher candidates and evaluate their capability in using these skills. The study encompassed two stages: scale development and data collection using the developed scale. The results revealed that pre-service teachers demonstrated proficiency in

learner skills, including cognitive, autonomous, cooperation, and innovative, as well as teacher skills, encompassing managerial, techno-pedagogical, affirmative, flexible teaching, and productive skills, all above the skills median level. King (2012) examined classroom teachers' perceptions of 21st century skills and concluded that teachers highly value and prioritize the transfer of these skills to their students.

In his study on the incorporation of 21st century skills in primary school classrooms, Louis (2012) explored how teachers integrated technology into their teaching methods and applied 21st century skills. The case study involved six teachers, and the data analysis that revealed the use of technology in the classroom enhanced student motivation. However, it also uncovered that teachers had limited knowledge of 21st century skills and struggled to effectively integrate them into their teaching processes.

Ananiadou and Claro (2009) conducted research on the teaching and assessment of 21st century skills and competencies in 17 out of 29 member countries of the Organization for Economic Cooperation and Development (OECD) in 2009. Their study, titled '21st Century Skills and Competencies for New Millennium Learners in OECD Countries,' employed questionnaires for data collection. Findings indicated that most countries had integrated 21st century skills and competencies into their official curricula. Nevertheless, these skills and competencies lack clear definitions and specific measurement and evaluation methods. The study also emphasized the importance of using ICT in developing these skills and enhancing teacher education.

1.2. Purpose of the Study

This research argues that global skills are a concept that should be taught in educational institutions either above the curriculum or integrated into the curriculum, and it is more meaningful and effective to teach these concepts through English education, inside or outside the classroom. However, many English lessons are mostly skill-oriented and only focus on developing these skills. Giving students a perspective about the world and their own country while teaching a language is one of the points that teachers often miss. It is important to reveal the existing situation through teacher opinions on this issue.

The aim of this quantitative study is to find out how much global skills are integrated into the EFL classes, what the practices and perceptions level of English teachers' on global skills are and to what extent the global skills can be / is integrated in English curriculum according to the views of EFL teachers. This study has also some sub-aims as to find out

whether English classes are compatible with teaching global skills and the curriculum is designed accordingly and to form some contributions for a potential new English programs and curricula.

1.3.Research Questions

This research was conducted within the framework of the questions below and tries to find answers to them.

- 1) To what extent are EFL teachers familiar with global skills?
- 2) What are the EFL teachers' global skills practices and perceptions (The findings are distributed according to the sub-dimensions of Global Skills)?
- 3) How much are the EFL teachers motivated to integrate global skills in their classes?
- 4) How correlated are the global skills of EFL teachers with its components of global skills such as communication and collaboration, creativity and critical thinking, intercultural competence and citizenship, emotional self-regulation and wellbeing and digital literacies?
- 5) Are there any meaningful differences between the demographic variables (such as gender, teaching stages, date of graduation, BA degree, experiences of EFL teachers) on integrating global skills in EFL classrooms?
- 6) What are the impressions of EFL teachers on how much EFL classes and curricula are compatible for teaching global skills?

1.4.Significance of the Study

An incredible change is taking place all over the world, which forces people to become harmonious individuals. In order to adapt to this change, teachers and students have to improve themselves and internalize both 21st century skills and similarly global skills and transfer them to their lives. Since traditional teaching methods and teacher approaches cannot respond to these emerging needs of today, abilities such as communication and collaboration, creativity and critical thinking, intercultural competence and citizenship, emotional self-regulation and wellbeing, digital literacies must be offered on a new level (Mercer et al., 2019). Teachers, especially EFL teachers, can be considered a bridge in bringing these skills into the classroom. In order to act on the same plane with the world, teachers must grasp the importance of global skills and incorporate them into classroom activities. In this way, both language learning success and individual holistic development can be achieved better.

Success in language teaching is determined both inside and outside the classroom (Richards, 2015). Therefore, knowing the perceptions of EFL teachers about global skills and their applications in the classroom (potential or current) is important in terms of policy, program and content development, raising awareness about preparing students for the future world.

When the literature is examined, there are researches and reports that focus on 21st century skills in different ways. Global skills can be called both one of or further of 21st century skills and universal skill set built on 21st century skills. Except for a few study (İşeri, 2020; OECD, 2019; OUP, n.d.), there is almost no study on this topic in Türkiye. The research, which differs in its discussion of the integration of global skills in education, also comes to the fore in terms of investigating these skills, especially in conjunction with EFL classes, showing how much of an impact English education can have in this area. In particular, seeing how EFL teachers, who are the first addressee of the issues, perceive and apply global skills in the development of individuals who will catch the future, can make an important contribution to developing EFL programs that have not yet undergone any revision in this sense. In terms of the lack of literature in the field, it can be thought that this research will contribute to the literature. This study provides an intellectual infrastructure that English teachers can adapt themselves to improve their students' global skills by understanding the intersection of curricula belonging to different branches. This study is also important in that it deals with a very current issue. It is possible that these new skills set will be on the agenda of the world education system in ten years. So this study can be a foreshadowing of implementing these new skills in education.

1.5.Limitations

The research is limited to the English teachers who voluntarily participated in the research at primary, secondary and high school levels living in Tokat. As there is no ready survey on the topic, a new one was adapted. The data was collected through both online google and printed forms.

The study was carried out based on the assumptions that can be accepted as limitations stated below.

1. The sample selected for the research is of a quality that reflects the universe.
2. It is assumed that the results obtained through measurement tools reflected the reality.
3. The data collection tool is accepted as suitable for the purposes of the research.
4. It was assumed that the English teachers gave objective answers to the questions in

the data collection tools to be used in the research.



CHAPTER II

2. LITERATURE REVIEW

In this section, globalization, which forms the basis of the research, and its effects on education, the emergence and needs of new skills stemming from globalization and their integration into education will be discussed by sharing the background literature. Definitions and explanations will be given on the concepts of global skills, which are the focus of this research. Finally, researches made in the field related to the topic will be shared and discussed.

2.1. Globalization

Globalization is a term which unifies communities regardless of their locations. Historically, this concept does not align with social structures or narratives about other regions, which were often shaped by forces like conquest, power dynamics, and colonization under the guidance of civilizing (Lambert & Morgan, 2010). Dealing with the cross-border has generally been related to the economic, social, cultural structure and global trends of the country in the historical process (Bourn, 2020). In order to make colonization widespread and effective, some countries' development of fields such as geography and history has also become a necessity for opening up to the world.

The establishment of international institutions like UNESCO and the UN in 1945 played a pivotal role in fostering an educational framework that places cultural understanding, mutual respect, and internationalization at the forefront. This, in turn, led to the development of education policies, programs, and initiatives addressing crucial issues such as peace and human rights education (Bourn, 2020).

One tangible outcome of globalization has been the emergence of the concept of global citizenship. The notion of global citizenship, conceived to mitigate the influence of nationalist movements, gained significant support during the 1920s and 1930s in conjunction with the democratic movements (Harrison, 2008).

Jacobson-Lundeberg (2016), who cites technology as the reason why the 21st century has developed at an unmatched pace compared to others, draws attention to the global competition of people and their collaboration at the same time. Depending on its use, of course, there may be differences in the definition of globalization. Generally, the most important emphasis is on communication and competition, thanks to the conveniences

provided by technology. For example, Friedman (2005) defined globalization as the ability of people to compete and communicate in an international environment. The same terms are often used in the definition of the expression globalization. While many definitions use terms such as common goals, joint business, communication technologies, removing borders, communication and cooperation, transportation, almost all of them show English as the most important skill (Altan, 2017). This term exists concretely and abstractly in every field from health to social life, from economy to education. However, if there is a system called globalization, the most important area in which it will be explained and taught is education (Kramsch, 1993).

García-Herreros Machados (2018) emphasized that the evolving global life of the 21st century has brought forth a multitude of new requirements for students and individuals. Among these, one of the most paramount is the ability to communicate fluently in a second language. Notably, English has solidified its position as the global language of the world (Sarica&Cavus, 2009).

Globalization has revealed the necessity of common reasoning by causing the problems to become global with the integrating of societies to each other. Common problems need to be addressed not by the efforts of states alone (Hosack, 2011), but by international initiatives. For example, the political events that took place in North America showed that global forces can affect and threaten the lives of individuals and their sense of identity, as well as create an individual mind-set in terms of the differentiation of social and cultural forces. While global education gives individuals the opportunity to explain and criticize the impact of globalization on their own lives, it also offers them an expanded perspective and horizon called the global outlook (Bourn, 2018).

The key point here is to respond in a way to the power inequalities in the world through education. Pedagogical approaches should form the basis of social justice. However, according to Bourn (2018), there is a deficiency in the use of education in this sense. In his view, fundamental global issues like poverty and climate change, as well as values such as social justice and human rights, have been addressed through attempts to cultivate knowledge. However, there has been a lack of emphasis on skill development. This implies that concepts like global education, global social justice, and global citizenship, as mentioned earlier, have had limited influence on their integration into the global society. 21st century skills have been at the forefront as conceptual and practical. These trends formed the starting point of the concept of global education. All these developments must somehow take into account the individual's reaction to the challenges brought by globalization. Equipping young

people with global responsibilities through education in the long term will also form the basis of global solutions to global problems.

2.2.Global Education

A global-based education strengthens students' cooperation and communication with international communities. In the 1980s, the increase in the influence of some international institutions and the voluntary activities of people across borders increased the importance of terms such as social justice, equality and independence, and had an impact on global education (Bourn, 2020; Hartmeyer, 2008).

During the 1980s and 1990s, the field of global education in the United States evolved into a distinct pedagogical approach. Tye (1990) defines global education as an educational model that transcends boundaries, emphasizing interdependence and the capacity to perceive events from different perspectives.

Within this context, UNESCO initiated the Linguapax Project in Kiev in 1987. This project served as a demonstration of the successful implementation of language teaching programs that incorporated extracurricular activities and international collaboration (UNESCO, 2013), parallel with students' needs and interests (Cates, 2009).

By the mid-1990s, education had emerged as a significant factor influencing social change. This meant that students were given some skills for social transformation. It has become important to organize education not only with national elements but also with the world. One of the most important reasons for this was that the world was entering a different era with the internet. Supporting international solidarity and providing educators with different skills for global social change has had a significant impact in many countries in EU. For instance, the annual budget allocated for development training in the UK in 1996 has increased from £5m to £24m over ten years (Bourn, 2020). Pike and Selby (1988) see global education as a different pedagogical approach that combines child-centered and world-mindedness, and they state that it brings together concepts such as human rights, peace, economic development, environment, and multiculturalism.

The Global Education Charter, published by the North-South Center of the Council of Europe in 1997, laid the groundwork for the establishment of the Europe Global Education network. This endeavor resulted in the issue of the Maastricht Declaration in 2002. The declaration underscores that Global Education broadens people's perspectives, keeps them with the realities of the world, and motivates them to contribute to a fairer world. Global

education, as part of Education for Citizenship, encompasses educational development, human rights education, sustainable education, peace and conflict prevention education, and intercultural education (Hartmeyer & Wegimont, 2016).

This influence was subsequently reflected in the revision of the curriculum guide in the UK, first in 2000 and then in 2005. The guide incorporated Global Dimensions, including human rights, citizenship, sustainable development, social justice, and conflict resolution (DfEs, 2000, 2005). During the 2000s, global education evolved into a distinct pedagogical approach in numerous countries. It transformed into a concept that not only addresses global issues but also encompasses intercultural matters, establishing a robust connection between social change and learning (Petersen & Warwick, 2015).

The most significant transformation in the understanding and practices of education during this period has been its shift away from the influence of aid and development organizations. Instead, it has directly focused on issues related to social justice, power dynamics, and global inequalities (Bourn, 2020). The establishment of the Global Education Network Europe in 2001 played a main role in unifying education and international concerns, and in shaping new policies. Policies like sustainable development and global citizenship, initiated by the UN and UNESCO, spurred educational authorities to prioritize these issues. The period from 2005 to 2014 was designated as the Decade of Education for Sustainable Development, which continued with the publication of the Sustainable Development Goals by the UN, encompassing references to global education issues.

UNESCO's commitment to the concept of global education and its content had a global impact, extending beyond Western nations. In the latter part of the 21st century, global education not only became evident in educational practices but also gained recognition in academic research. This marked a departure from the traditional focus on global citizenship education and a departure from neoliberal interpretations of the relationship between global issues and education (Bourn, 2015; Tarozzi & Torres, 2016).

The goal for 2030 is to ensure the comprehensive and sustainable inclusion of concepts such as global citizenship, gender equality, human rights, peace, non-violence, respect for diverse cultures, and cultural harmony in the education of all individuals (Bourn, 2020). However, this global education initiative is consistently susceptible to the policies of individual countries. For instance, despite the commendable success of the Global Learning program in the UK from 2012 to 2017, a lack of government support in 2010 led to significant budget cuts. Since 2018, only the Connecting Classrooms Through Global Learning program has received funding. Similar scenarios have unfolded in various other

European countries. As a pedagogical approach, global education has tried to change the content and methodology of language teaching and to make it globally oriented (Erfani, 2012; Kniep, 1985). For example, language classes should address global themes that foster conflict management, problem solving, cooperation, and intercultural communication (Cates, 1990).

The aim of foreign language teaching is not just to achieve the goals of language teaching anymore; more people should focus on extra skills that will increase their commitment to the society and environment (Byram, 2013). As Cates (1990) stated, language teaching has moral and ethical responsibilities to society. Encouraging intercultural interaction and embracing the diversity of cultural identities in modern societies requires us to develop a perspective that transcends national borders and considers the world as a whole. Foreign language is a good option because it is a window opening to the world and it is flexible enough to deal with different subjects easily in the teaching of global subjects (Cates, 2000). Global education is more meaningful with teachers who equip students with global skills and train them as global citizens. This situation should not and has not been solely the matter of teachers themselves. Through the Lingupax Project, initiated in 1974, UNESCO aimed to enable language teachers to cultivate in their students the values of international understanding, cooperation, and peaceful existence through the use of extra-curricular activities (Cates, 1990). Some countries such as Japan and Belarus continued to work on this issue and tried to integrate global issues especially into foreign language classes (Yakovchuk, 2004). Cates (2000) describes the goal of global education as; "... integrating a global perspective into classroom instruction through focus on international themes, lessons built around global issues, classroom activities linking students to the wider world and concepts such as social responsibility and world citizenship" (p. 241).

Global education is the answer to education against the challenges brought by globalization (Seitz and Scheimpflug, 1997, as cited in Hartmeyer, 2008). The unpredictable entry of globalization into our lives has made it essential for education authorities to develop new programs that support global skills and to train teachers. It is possible to raise individuals who are tolerant, harmonious, interculturally talented and empathetic. Individuals who grow up more open to the world will be aware of not only local but also international problems, which will enable them to come up with more collaborative approaches to solutions (Cates, 1990). While the integration of this global perspective in education can provide more planned and predictable benefits with the integration of global skills into education, their orientation can also be more easily channeled. In this sense, foreign language lessons, especially English, which has become inexorably widespread as a global language, seems to be the most

significant tool that can put students in international roles and convey global values and issues (Jacobs & Cates, 1999). Using this potential of English in the transmission of global citizenship will also strengthen the global education concept and it will be easier to realize common trends on a common plan. Alongside foreign language, this globally oriented education has unlocked the potential and opportunity to teach skills necessary for global citizenship such as knowledge and commitment.

The way for students to live responsibly and globally happily should achieve the goals of global citizenship education, such as knowledge, skills, attitudes and behavior. They are explained by Cates (1990) as follows:

- Knowledge encompasses the nature, cause, and possible solutions to other cultural and global problems. These problems generally cover areas such as human rights, peace, and the environment (Cates, 2000; Jacobs & Cates, 1999).
- Global skills include communication skills, logical thinking, problem solving, and developing different perspectives on global problems (Cates, 1990, 2000).
- Global attitudes express global awareness, curiosity, respect for cultural differences, and commitment to justice and empathy for others (Cates, 2000).
- Action, on the other hand, expresses the active and democratic participation of students in local societies, local and world problems, and the motto of "think globally, act locally" (Cates, 2000, p. 241).

The effects of this globalization are also seen / should be seen in language teaching. An excellent illustration of this concept is incorporating various subjects into language instruction or teaching subjects using the English language. Another noteworthy example of transitioning from form to practical application is the adoption of communicative language teaching methods, which make language instruction more meaningful and functional.

2.3.21st Century Skills Frameworks

As a prerequisite for living in the 21st century, many skill sets have been put forward and it has been explained that these should be transferred to people with education. Some international institutions such as World Bank, OECD and UNESCO have interpreted globalization-oriented skill sets differently. As an illustration, the World Bank's development report on skills in 2012 categorized skills into cognitive, entrepreneurial, social, and technical domains. The OECD (2011) skill strategy is based on 4C (critical thinking, creativity, communication and collaboration). Until now, these skills have continued to be discussed

from different angles.

The measurability and process in the economy have been important in the way they are handled. In addition to values such as interpersonal communication, adaptability and flexibility called soft skills, cultural understanding in some countries has also been seen as important in the axis of globalization (Boahin&Hofman, 2013). In addition to the above-mentioned 4C, reasoning, resilience and responsibility, also called the 3R, mentioned by Scott (2015) can be added.

Although the terminology they contain differs, generally suggested models have revealed certain key competences and future-oriented goals. For example, according to Binkley et al. (2012), the following abilities are important for this century.

Table 1. Skills Crucial for 21st Century

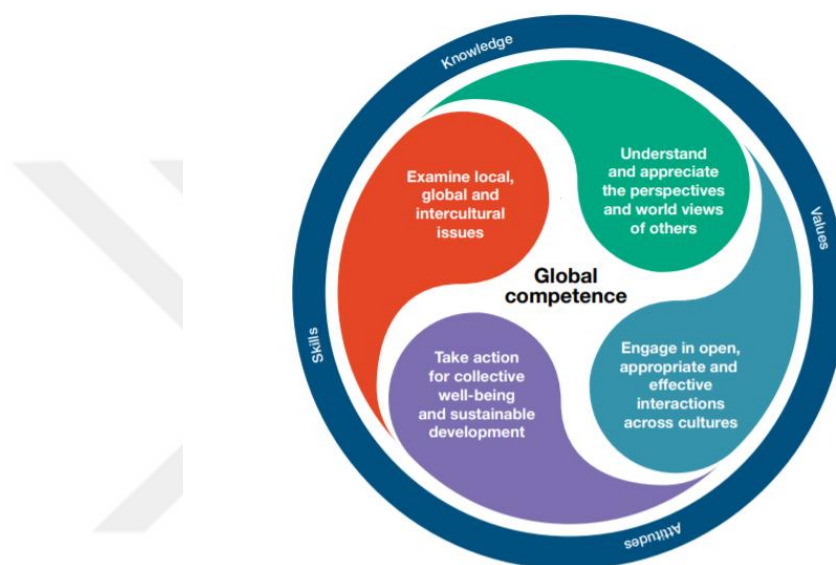
Thinking ways	○ Creativity and innovation ○ Decision-making, critical thinking and problem solving. ○ Metacognition-Learning to learn
Working ways	○ Information Literacy ○ ICT (information and communication technology) Literacy
Tools for Working	○ Communication ○ Collaboration
Being in the World	○ Citizenship-local and Global ○ Personal and Social responsibility, ○ Cultural awareness and competence

Binkley et al. (2012) gathered these ten different skills in four categories, which inspired other studies (pp. 18-19). International organizations have also worked on this issue. UNESCO has associated education with four distinct cognitive sub-processes: learning to acquire knowledge, learning to coexist harmoniously, learning to apply skills, and learning to develop one's identity (UNESCO, 2014). With these titles, UNESCO stated that learning should be lifelong, professional qualifications should be flexible to adapt to different environments, people should be understanding and respectful to people's lifestyles and cultures, and they should live in peace and harmony, and individual potential should be challenged to the fullest.

The OECD, on the other hand, has replaced the term skills with competence, combining the knowledge, mindsets and values required in the communication of individuals from different cultures, cultural backgrounds and with distinctive experiences about global issues, with a broader perspective, which is also the topic of our research (see Figure 2).

According to the definition of OECD (2018), global competence is “an interest in both local and global issues and problems, understanding the worldviews of different people by respecting their perspectives, communicating effectively and in accordance with norms with individuals from different backgrounds, and for sustainable development and common well-being. It is the ability to act together" (p.7). They also test the four dimensions of global competence in their PISA exams.

Figure 1. The OECD Global Competence Framework (2018, p.11)



The organization Battle for Kids in America aims to prepare students for today's digital and global interconnected world by starting a model called "Framework for 21st Century Learning" by supporting the knowledge, skills and competence that students will need in their work life (Battle for Kids, 2019). While the key subjects of the model are reading, world languages, mathematics, art, geography, economy, science and history, it supports these with 21st century themes such as global awareness, entrepreneurship, environmental issues, communication and collaboration and health.

Considering the global challenges, it should be noted that these abilities are still insufficient, or at least they are still weak in terms of context. It is necessary to move from demand led skills to more comprehensive and person-oriented transferable skills (CFE, 2014). A skill set that will focus on real-life problems seems to be an important instrument that will enable global integration.

Two major publishing houses, Cambridge and Oxford, have realized the importance of 21st century skills and have published their own frameworks. The Cambridge Life

Competencies Framework focused on seven key competencies as ‘critical thinking, creative thinking, learning to learn, social responsibilities, communication, collaboration and emotional development’ (CLCF, 2020, p.3). Oxford University Press (OUP) defined these abilities as five global skills. These are communication and collaboration skills, creativity and critical thinking, intercultural competence and citizenship, digital skills, emotional self-regulation and well-being (OUP. n.d.).

The inclusion of these competences in education or the teaching by nature of education made a possible connection / intersection with language teaching. Although they differ in terms of content, depth and terminology, the existing models seem to be built on top of each other and complement each other. The common point of all of them is that these competencies should be learned and transferred, and this will not happen on its own. Global skills are competencies that need to be taught. In this sense, necessary infrastructures and supports should be provided.

The frameworks mentioned earlier represent a widely agreed upon understanding of the skills individuals should possess in the contemporary world. In this research, five sets of skills, adapted by Mercer et al., (2019), most appropriate for EFL classes and related to language classes will be focused. These competencies, which are called global skills, unlike the above-given sets of competencies, mostly focus on skills such as communication between cultures, cultural issues and citizenship.

2.4.The Difference Between Global Skills and 21st Century Skills

Both sets of skills are crucial in today's education, as they prepare individuals to thrive in a world that is increasingly interconnected and technologically advanced. Schools and educators often aim to foster a combination of these skills to provide students with a comprehensive skill set for success in the 21st century.

"Global skills" and "21st century skills" are terms that are often used interchangeably in education, but they have distinct focuses and nuances. Both ideas cover various skills and capabilities that are viewed as crucial for thriving in the swiftly evolving and interconnected world of today.

Global skills, also known as "global competencies" or "global citizenship skills," are a specific set of abilities and knowledge necessary for effectively engaging in a globalized world. These skills emphasize understanding, empathy, and adaptability within diverse cultures, societies, and global issues. As Andreas Schleicher, the Director for Education and

Skills at the OECD, notes, global skills include "the ability to navigate a world of diverse cultures, economies, and policies," along with the capacity to address global challenges effectively (Schleicher, 2018).

Moreover, Anthony Jackson and Eduardo Viana, in their work "Educating for Global Competence: Preparing Our Youth to Engage the World," emphasize the significance of global skills. They describe these skills as encompassing intercultural competence, global awareness, and critical thinking about global issues. According to Jackson and Viana, global skills are essential for helping students become responsible, globally aware citizens (Jackson & Viana, 2012).

In contrast, 21st century skills are a more extensive category of competencies considered essential for success in the modern world, encompassing both global and non-global contexts. These skills are often seen as a response to the evolving demands of the workforce and the information age. As the Partnership for 21st Century Learning (P21) suggests, 21st century skills consist of core subjects like critical thinking and problem solving, but they also encompass life and career skills, including flexibility and adaptability, productivity, and social and cross-cultural skills (P21 Partnership for 21st Century Learning, 2007). Charles Fadel, a global education thought leader, underscores the importance of 21st century skills in his book "Four-Dimensional Education." Fadel argues that these skills are fundamental for individuals to thrive in the ever-changing, interconnected, and technologically advanced 21st century world. He includes skills such as critical thinking, communication, collaboration, and creativity as integral components of 21st century learning (Fadel, 2015).

Key Differences:

- **Focus:** Global skills are distinctively focused on intercultural competence, global awareness, and global citizenship. They emphasize the ability to navigate a globalized world and address global challenges (Jackson & Viana, 2012; Schleicher, 2018). Conversely, 21st century skills encompass a broader range of competencies, some of which may not be directly related to global contexts.

- **Scope:** Global skills primarily revolve around global issues and international perspectives, whereas 21st century skills are applicable to various contexts, including local, national, and international settings.

- **Employability:** While 21st century skills are often associated with workforce readiness and employability, global skills encompass employability as well as global citizenship and social responsibility (Jackson & Viana, 2012).

In summary, both global skills and 21st century skills are pivotal in modern education, but they serve distinct purposes. Global skills are uniquely tailored to the challenges and opportunities of a globalized world, while 21st century skills provide a comprehensive skill set for success in an ever-evolving 21st century landscape.

2.5.Global Skills

While the expression ‘skill’ usually refers to the skills necessary for the job in terms of adapting to the global economy (IPPR, 2017; Martin, 2018a), it actually refers to the life skills that will adapt to the challenges brought by globalization beyond employment. The expression of skill so far has not taken on a form that meets social needs. The expression of global skills can be seen in different educational initiatives, but it has also been considered as equipping it with skills such as digital literacy, knowing a language, and working in different cultural environments as a product of globalization (Bourn, 2018b).

Beck (2000) looked at it from a broader perspective and emphasized that the uncertainty of global effects should be known and stated that global skills require different learning forms and being open to dialogue and discussion. It is necessary to develop skills from different perspectives and voices to respond to the increasing complexity in societies. In other words, this means being more flexible and adaptable in life, especially in working life, because globalization differs depending on where and how a person lives.

In a century where information is so easily accessible and different from all sources, it has never been more important to approach information critically, to make consistent decisions, and to be actively integrated into society. Global skills help individuals integrate and make sense of the wider world, as they bring critical thinking and the capability to see from different angles.

According to Bourn (2018a, p.18) the interpretations of global skills are:

- Entailing the capacity to recognize the interconnectedness between events in one's own society and those occurring in societies worldwide.
- Embracing the idea of residing and engaging in a worldwide community, recognizing the significance of cultivating a comprehensive global outlook that honors, pays attention to, and esteems a variety of perspectives. It involves comprehending how global forces impact one's personal life and the lives of others, as well as its implications for one's position in the world.
- Understanding the significance of utilizing information and communication

technology (ICT) and the ability to employ it for self-reflection and critical analysis.

- Maintaining an open disposition for continuous self-reflection, engaging in critical dialogues, and questioning one's own assumptions about the world.
- Comprising the capability to collaborate with individuals holding differing perspectives, avoiding rigidity in altering one's own ideas, and identifying participatory approaches.
- Having assurance, conviction, and a proactive readiness to actively pursue a world that is more fair and sustainable.

2.5.1. Communication and Collaboration skills

Communication, one of the global skills, provides social communication in solving the problems and cooperation, and so becomes a key ability in the acquisition of other targeted skills (Strakova, 2020). One of the most important argumentation why global skills teaching should be integrated into the English lesson is that language is used for communication and this skill is acquired through language learning. Communication is the exchange of information using any means. Communication is also the exchange of ideas, thoughts, information and messages. As cited in Tekin (2016) Oliver (2008) defined communication as the exchange of feelings, concerns, emotions and ideas among people using tools such as words and signs. Communication can be established in many different ways. The main thing here is that the message reaches the receiver. According to Goo (2015), the most important skill in terms of both personal and professional careers is communication. Communication, an element of the 4C, is the most fundamental skill for 21st century skills. According to the definition of OECD (2018), communication is a tool that enables individuals to be responsible to others and to be a part of society and lifelong learning.

Communication has existed since prehistoric times and has become a fundamental part of society. In this respect, it is not possible not to use communication in education. Languages are the most important means of communication. That's why an English teacher needs to know how important communication skills are. It can also be the most important and practical start when integrating global skills into the teaching environment. Developing communication skills is a crucial part of social living and working life in a society. P21 (Partnership for 21st Century Skills), one of the most important skill sets similar to global skills, defines communication as follows: It is to convey thoughts and ideas, verbal or

nonverbal, in many different formats, and to listen very carefully to understand the meaning. Teachers have to teach effective communication skills and they should also develop strategies to improve their communication skills in the communication education process. Communication ways should be taught in the first years of education using both written and verbal methods (Wagner, 2010). Communication skills are the main point of language teaching and communication skills are very important for teachers while making students both self-effacing and skillful language users (McMahon & Crump, 2011). Collaboration is also an element of global skills and is one of the 4Cs. Collaboration is being successful by cooperating effectively and competently with others. According to Bedir (2019), collaboration is working collaboratively with others by revealing all of their skills in a dedicated way within the group. Collaboration is an important part of global skills, which deeply affects the personal development of both the teacher and the student. Just like in communication, this skill is a skill that fits perfectly in EFL classes and can be given very easily in EFL classes. Working with different people in groups shows students the diversity of thought, revealing different patterns of ideas that can be combined to achieve a common goal through collaboration. Collaboration is a communication philosophy in which the opinions of different people in the group are respected to reach a goal. According to Marjan et al. (2012), the concept of collaboration includes the ability to take responsibility for the results of group actions. This term, which is one of the 21st century trends, is a skill that reveals the necessity of working together to solve problems. It is the skill that will best serve the solution of some global problems within the concept of globalization that we have mentioned in the above sections. In addition, there are some advantages of having collaboration skills such as:

- Thanks to collaboration, the student's individual control mechanism develops (Resnick, 1987).
- Students being active in the learning process (Slavin, 1980).
- Collaborative learning and social interaction skills (Cohen & Cohen, 1991).
- By interacting with each other, students both experience social learning and can see differences (Johnson & Johnson, 1985).
- Due to collaboration, students' individual control mechanisms also develop (Resnick, 1987).
- Collaborative high-level thinking skills (Webb, 1980).

Collaboration is also a skill that improves communication skills. Gorman (2019) explained ten reasons why a student should collaborate in the classroom.

- It provides meta-cognitive skill that provides meaning.
- It presents a method to the teacher about assessment.
- It builds visible thoughts for student and teacher.
- It opens more than one interpretation and explanation door for students.
- It provides career and life skills.
- It allows to be active in listening and thinking
- It provides empathy and understanding with different groups
- It provides self-organization and social interaction.
- It provides productive and positive discourse development
- It improves questioning and problem solving.

The significance of collaboration in the contemporary world is obvious (Bedir, 2019). The use of similar methods like task based that support collaborative teaching in EFL classrooms shows that this global skill can be applied in EFL classrooms as well. Many skill frameworks are shaped around the 4Cs. There are two skills that all these frameworks focus on; ‘Communication and Collaboration’, the core competences in ELT. They are two skills which are very related to each other. Collaboration requires effective communication. Communication is necessary to meet the needs of others. These two skills are key to effective language learning (Brown & Yule, 1983).

2.5.2. Creativity and Critical Thinking Skills

Creativity is a process based on changing the existing one and revealing or changing its new harmony and different varieties (Özden, 2014). Individuals with creativity skills can be expressed as free and innovative individuals who can come out of stereotypes, produce new things unique to themselves, find alternative solutions to the problems they encounter (Karakuş, 2011). Creativity manifests uniquely across diverse fields, adapting its various approaches as a versatile skill rather than being confined to a singular domain. It takes place in many fields such as art, science, education, literature. Creativity in education is aimed at raising individuals who can think freely are open to innovations, research and examine (Murat, 2018).

When it comes to critical thinking, the first term that people think may be criticism. When people think of criticism, a negative expression may come to mind. TDK (2022) defines the word criticism as “the work of examining a person, a work, a subject in order to find and show it in all aspects”. However, according to Grant (1988), the concept called

critical thinking is advanced thinking, creativity, logical thinking and reasoning. Individuals develop different standards to analyze and evaluate their thoughts, and their use of these standards to increase the adequacy of their thoughts is called critical thinking (Paul & Elder, 2009). In general, critical thinking requires thinking at a high level, that is, synthesis and evaluation are required (Moore, 2001).

Paul and Elder (2009) explain the characteristics of individuals with critical thinking skills as follows; they raise vital issues and problems and formulate them vividly and accurately, gather and evaluate applicable information, use it to effectively interpret abstract ideas, reach logical results and solutions, think with an open mind within alternative thought systems, recognize and evaluate their assumptions, results and practical implications when necessary, communicate adequately with other people to find solutions to complicated issues.

In the light of these features, individuals with critical thinking will be individuals who can develop themselves in the 21st century and who can think and evaluate different perspectives and come up with new ideas. This will make their work better, education and social life and facilitate their adaptation process.

Creativity and critical thinking skills are either overt or hidden in most frameworks. Both are seen as important life skills. EFL classes can offer rich opportunities for the development of these skills. Critical thinking needs a creative mindset. Teaching these global skills becomes extra valuable in response to social, environmental, economic and political challenges (Mercer et al., 2019).

2.5.3. Intercultural Competence and Citizenship

The development of communication skills that emerged with the communicative approach also meant learning the language of daily life, which brought culture with it. But what needs to be questioned here is which culture to learn. Is it a cultural structure of the home country where the language is used, or a more general global culture? Learning different languages with their cultures may have different effects on learners, and the reactions may differ. For example, while teaching Spanish to an American citizen, introducing Spanish culture may be welcomed by some, while others may find it unnecessary. However, this mechanism works a little differently in teaching English. Most English learners think that English is the key to entering and learning other cultures. Therefore, the main concern of English teachers should be a global cultural transfer (Kramsch, 2013).

Social skills are the whole of behaviors that include individuals' interaction with each other, observable and unobservable cognitive and affective element (Kurt, 2010). As individuals engage with people from diverse cultures, it becomes essential to possess cultural competencies to foster harmony in this interaction. In the 21st century, people are constantly interacting, so social and cultural skills gain great importance. People with this skill know the moment of listening and speaking, they can express themselves in the right ways, they can be open to new views by respecting cultural differences (Gelen, 2017).

The term intercultural began to be used for the first time in the 80s with the fields of intercultural communication and intercultural education. These were the steps taken to strengthen the dialogue between the members of the European Union or the global economy (Byram, 1997). Within the realm of language instruction, the concept of intercultural competence has surfaced in conjunction with communicative competence (Byram, 1997).

Intercultural competence pertains to the ability to engage in sensitive and appropriate communication with individuals hailing from diverse cultural backgrounds (Nagy, 2018). Here too, the discovery of new cultures, especially with learning a new language, shows that global skills are suitable for EFL lessons. The concept of citizenship, on the other hand, can be used as both a local and a global term with a focus on responsibility. The term has always been a complement to intercultural competence, as it includes cultural diversity and openness to other cultures. Being open to other cultures and communicating in different ways, communicative competence and intercultural consciousness is one of the foundations of language education (Savić&Miladinović, 2013). Intercultural skills revolve around both and bring people of different languages and cultures into communication. Intercultural values are closely related to citizenship. Values such as tolerance to diversity, reduction of discrimination and prejudices are also related to intercultural skills (Pokrivčáková&Fakulta, 2010).Citizenship also encompasses skills related to individual roles in global communities. Here again, sustainable goals like the environment, social justice, inclusion, politics, and global citizenship can be mentioned.

2.5.4. Emotional Self-Regulation and Well-Being

These are the skills that contain the solution against the risk of globalization dividing communities (P21). Individuals with life and career skills; they can overcome the problems experienced in their business and social lives, can manage their time, are open to lifelong learning and change, and can design and produce new original projects (Anagün et al., 2016).

Flexibility and adaptability include new regulations and solutions to the problems and needs encountered and provide the balance between core beliefs and desires for change (IOWA, 2007). In the 21st century, in this process, where change and development are progressing rapidly, technology has spread to all areas of life, flexibility and adaptability have become mandatory. Individuals with flexibility and adaptability are able to adapt to changes, meet positive and negative situations well, and provide practical solutions in places where various cultures exist. The working conditions and pace of the technology-based 21st century digital economy are changing very rapidly and increasing gradually (Kivunja, 2015).

The main reasons why ethical and social impact skills have become important for 21st century citizens and workers are the ethical challenges that come with multiculturalism, globalization and the increased use of information and communication skills (Ananiadou & Claro, 2009). Coping with the competitive and complex working and living environments brought about by the information age is only possible if students produce sufficient life skills and career skills related to it. This arises from the fact that contemporary living and working environments demand, primarily, not only cognitive skills but also a depth of content knowledge (P 21, 2007). Equipping individuals with these skills will not only enhance their educational attainment but also empower them to be more active, contributing citizens, capable of making substantial contributions to both the business sector and the digital economy of the 21st century, as well as civic life (Kivunja, 2015). P21 (2009) delineates elements of life and career skills as:

Flexibility and adaptability: These constitute essential skills for success in work, education, and active participation in 21st century society. These proficiencies demonstrate the capacity to adjust to various job responsibilities, schedules, roles, and settings, to perform effectively in diverse work atmospheres, to respond constructively to both accolades and setbacks, and to maintain a balanced and empathetic perspective amidst varied viewpoints and beliefs. multicultural environments.

Assertiveness and self-management: This pertains to the capability to establish both short and long-term objectives, efficiently manage one's time, carry out tasks accurately, view learning as an ongoing journey, and engage in self-evaluation based on past experiences. It refers to the ability to set short and long-term goals, use time effectively, complete tasks without errors, perceive learning as a life-long process, and make self-criticism about past experiences.

Social and intercultural communication: An essential facet of global competence involves the capacity to collaborate collaboratively and innovatively with team members and

peers, irrespective of cultural distinctions. In the 21st century, certain skills will take on greater significance, encompassing the comprehension of cultural and social disparities, their adaptation, and the generation of more creative approaches and solutions to challenges. These underscores proficiencies related to interpersonal interaction and the ability to cooperate harmoniously with diverse groups, working effectively alongside individuals from various social and cultural backgrounds, demonstrating respect for cultural distinctions, and maintaining an open-mindedness toward differing perspectives and values.

Productivity and accountability: It exemplifies the ability to manage projects and generate high-quality outputs through ethical work practices. It also entails valuing and respecting diversity when collaborating within teams, demonstrating responsibility, and being accountable for the outcomes of one's work.

Leadership and responsibility: Students who acquire these proficiencies are expected to assume leadership roles and provide guidance to others. This involves the capacity to employ interpersonal problem-solving skills in persuading and guiding others towards shared objectives. It also entails the responsible use of influence and authority, consistently displaying ethical behavior that serves the best interests of society (Trilling & Fadel, 2009).

This set may sound a bit inconsistent and varied, but some parts are purely on the job, while others focus on students. The skills given in this framework focus on areas such as a positive socio-psychological condition, a healthy mental and physical perception and the ability to regulate their emotions. In many countries, individual well-being has begun to be added to curricula as a teacher goal. More humanistic and learner-centered strategies already focus on connected parts, such as methods of fostering student autonomy, improving students' understanding of self-efficacy, and heeding to positive learner perspectives (Mercer et al., 2019). Similarly, some teachers repeatedly evaluate different parts of student well-being in their class teaching, such as aiming to increase student basis, improve their mindsets, and make students conscious of adequate self-regulatory procedures. Many language teachers are already working on imparting information that will be useful to students now and in the future, even though this skill set may seem different at first sight (Mercer et al., 2019).

2.5.5. Digital Literacy

Information and communication technologies (ICT) literacy has gained importance with the digitization of communication channels. ICT is the ability to use technological tools in the production, access, use and evaluation of information (Eryılmaz&Uluyol, 2015). In the

21st century, digital information and communication are widely used in all areas of life, including at home, at school, in the workplace, in government offices, in personal transactions, etc is widespread. For this reason, individuals need to have information and communication technology skills in order to continue in this environment (Panel, 2002). ICT literacy is important in order to be an active and creative citizen in the information society (Katz & Macklin, 2007). The fact that there is a lot of information in the 21st century, its accessibility is easy, fast and unlimited has caused this age to be called the information age. In the information age, individuals are together with technology and media. The rapid spread and change of information, the differentiation of technological tools that convey information, and all the developments that occur with the developing technology will change the lives of individuals. Individuals should be able to use information, media and technology effectively and correctly and make the necessary analysis and evaluations in order to adapt to this differentiation with the change of their lives (P21, 2015). Information literacy encompasses a range of skills that empower individuals to recognize when they require information, and to efficiently locate, assess, and utilize the needed information accurately and swiftly. Information literate people are the ones who know how to learn and organize information, find it and use this information in a way through which others can learn from them. Media literacy can be defined as the ability to filter, understand, interpret and synthesize information obtained through media (Thoman, 2003). Media literacy is described as an essential skill for the 21st century, enabling individuals to effectively analyze, critique, and assess the accuracy of information obtained from media outlets, as well as discern between fact and misinformation (Karakoyun, 2014).

2.6.The Relevance of Global Issues and Global skills in ELT

Education stands as the sole means by which individuals can be adequately prepared to meet the demands of the 21st century in the context of globalization. As mentioned by Díaz-Pérez (2013), fostering awareness and assuming accountability for global challenges like inequality, poverty, environmental issues, and human rights, while embracing the role of "global citizens," can be achieved through education-based initiatives (Díaz-Pérez, 2013, p. 8).

Rascón-Moreno (2013) also defends this idea. According to him, bringing global issues to the focus of English lessons will enable both an inclusive and multidimensional content transfer and language teaching. Many major international teacher societies such as

IATEFL, JALT, TESOL also support integrating global themes into English language teaching (Rascón-Moreno, 2013). Because the targeted content or language teaching style requires a skill set; it is now necessary to focus on both global issues and transversal skills (UNESCO, 2014) or global skills that can be applied through the programs and curricula. Global skills have long been actually an element of sustainable education and have been demonstrated in many different schemes such as UNESCO, OECD (Rychen&Salganik, 2003; Wiek et al., 2011)

The fact that the communication needs arising because of the shrinking of the world are met with a common language is now a clear proof that English has other responsibilities that it has to undertake or has already undertaken, different from other school lessons. Knowing a language is no longer a privilege but a necessity. Therefore, if, in classical expression, language is people's window to the world, this language should prepare people for the outside world in all aspects. In fact, when the English teaching programs and the methods used are examined, it can be seen that the English course is more than it is and has a structure that accustoms people to the outside world. For example, presenting widely used Communicative Language Learning or task-based techniques with a focus on Global skills is now very necessary. In other words, English lessons should no longer be a goal but a tool in schools.

Towards the end of the 20th century, professional discussions on EFL focused on a language teaching focused on different contents (Marsh, 2002; Mehisto, 2008), and the advantages of integrating the contents of other school courses into English language education with a dual-focused approach were discussed (Mehisto, 2012). In order for language teaching to be meaningful and permanent, it must serve a purpose, that is, it must be learned within a context. In a foreign language course where the focus is on content, students who focus on solving a problem will automatically focus on the problem and English will be used as a communication tool (Pokrivčáková&Fakulta, 2010). For example, in an English lesson designed on water pollution and solutions for it, students' multidimensional skills such as creative thinking, problem solving and communication will improve, while their English level will automatically improve as well. At the same time, presenting the learning process with a wider content support will automatically offer cooperative and active learning opportunities (Cummins, 1998). When the current English program used in Türkiye is examined, students are expected to improve their English communication skills by "doing something with that language" instead of "learning something about a language" (Ministry of Education, 2018). However, both the inadequacy of the materials and the low awareness of

the teachers on this issue cause the lessons to be only knowledge transfer sessions. Tasks, as exemplified above, are not included in the books given in public schools, except for a few thematic books. Therefore, the structures and words given are usually the product at the end of the lesson. However, one of the subheadings of global skills that will be given by using them can provide more meaningful and permanent learning. Unlike a typical EFL lesson, a CLIL-style classroom environment designed according to global skills can create more interaction opportunities and communication motivation for students (Dalton-Puffer, 2011).

Language learning should be student-centered (Pratama&Yuliati, 2016). Global issues can be taught by developing 4 language skills by using a wide range of activities such as discussion, role play, simulations, student exchanges, pen pals, virtual exchanges (Cates, 2000). According to Kramsch (1993), second language acquisition is considered incomplete without culture. In order to be successful in the 21st century, young people should receive education according to the needs of this period (Fadel, 2015).

In the 21st century, the teaching profession also requires highly skilled and competitive people, which requires an evolution, especially in the English teaching profession (Paalisbo, 2017). Especially in English because now it is the language of the global world. Therefore, the way to cope with global competition and to be a part of it, the share of English in education is high. Moreover, students will exhibit creativity, an aptitude for effective communication, and innovation. They will possess the capacity to tackle real-world challenges through the cultivation of analytical and critical thinking skills. In this sense, 21st century language education should be different from previous eras. English language teaching, which previously focused on rules, should now be task based and project oriented. Providing English education tailored for daily activities that enables students to engage in routine language-based interactions holds significance. This is because the expectation for 21st century students, regarding language skills, centers around practical language usage. Critical thinking, digital proficiency, communication, collaboration, and creativity are deemed as the paramount skills required for the upcoming generations, both socially and academically.

According to OECD (2018), Türkiye lags behind member countries in terms of imparting 21st century learning and innovation skills. Some researchers suggest that the deficiency in English language education in Türkiye can be attributed to the absence of 21st century, global, and innovation skills, coupled with teachers' challenges in implementing these skills in classrooms (Doğanay&Ünal, 2006; Petek, 2018). Part of the issue lies in the omission of these abilities from the curriculum.

The framework of global skills presented by Mercer et al. (2019) through Oxford University Press offers a well-suited guide for integration into EFL instruction. These global skills skill sets, categorized into five distinct sets, as outlined by Mercer et al. (2019; p. 8), are:

1. Communication and collaboration,
2. Creativity and critical thinking,
3. Intercultural competence and citizenship,
4. Emotional self-regulation and wellbeing,
5. Digital literacies.

These sets provide not only just language learning, but also very different cognitive skills of the language learner, especially cultural dialogue in the future.

2.7.Global Issues and Global Skills in EFL Books and Curriculum

English language teachers in Türkiye are under pressure to follow the textbook because of the curriculum and exam-oriented studies. From this point of view, the books used in English language teaching should be designed with the concepts of Global Issues (GI), and with the spread of English with globalization trends, the skills that can affect many lives, especially peace education, can be transferred to individuals through English teaching. Having these issues in the books in a form that will develop global skills means that students will have their English learning experience with a multi-disciplinary benefit. World problems were not sufficiently covered in the books, but recently some books have begun to deal with these issues (Cates, 1990). Therefore, the selection of topics for the books is very important because teachers create discussions, cultural conversations and interactive communication between students with the instruction of the book (Gray, 2002).

English teachers are one of the luckiest groups that will be interested in GIs such as human rights, peace, freedom of language, gender equality, health, socio-economics, or can channel their education on these issues. English language teachers can work by integrating global skills and lower level GIs into their lessons with skills such as speaking, reading, writing and listening (Kruger, 2012). Nevertheless, students may still find themselves relying on the content of intensive English programs, as discussed by Chen (2005). For instance, English language instruction in one-year intensive English preparatory programs, such as those in Türkiye, often center on textbooks (Kirkgöz, 2009). Ultimately, this dependence necessitates the adaptation of textbooks to be in accordance with the development of global

skills. At times, the content within textbooks may be tailored to cater to the specific local and regional requirements of a nation. In other words, textbook authors may choose not to include topics like religion, gender, and politics in English materials, as noted by Gray (2010). Although GIs are not limited to these few sensitive issues, these issues require the independent integration of global skills, especially in the classrooms of young adults, and awareness on this issue needs to be expanded (Salı&Gürsoy, 2014). Environmental issues are mostly covered within the scope of GIs in English books in Türkiye (Arıkan, 2009).

English books and curricula differ widely in incorporating global skills. Communication and collaboration are covered more than other skills, partly due to the effect of the applied method, but the content support of other skills is not much. In cases where the books are not sufficiently supportive in terms of Global Skills, teachers should increase their awareness either in their teacher education or through their own efforts (Gray, 2013).

2.8.EFL Teachers and Teaching Global Skills

Education has become a situation that requires the multi-skills and curriculum contents of the future to be transitive to each other. Students must understand the interrelated aspects of each lesson and learn as a whole. As teachers are the people who will transfer key competences to students; it is the beginning point of every revolution in education (Kumaravadivelu, 2003). The inclusion of these competences mentioned above in education or the teaching by nature of education made a possible connection with language teaching.

The acquisition of global skills will offer distinctive benefits to both educators and students in their personal and professional spheres. In a shrinking world, cultivating respect, embracing diversity, and recognizing its societal benefits are more crucial than ever. Expanding a person's perspective towards other cultures makes it possible for him to look from a different perspective, freeing him from negative thoughts and prejudices. Stakeholders and policy makers at different levels also have an important role to play in the implementation of global skills. Teachers do not easily come out of the traditional teaching models without a supportive or driving force. Perhaps teachers suitable for these skill sets can be prepared before graduating when they are student-teachers.

Teaching global skills in EFL classrooms is very suitable, according to the authors of the OUP report that underpins the research. Many tools and techniques can be developed that can integrate global skills into the course. It is possible to organize lessons for concrete competencies, especially in terms of the techniques included in the communication and

language teaching method and the task-based method. With a task-based lesson, creative and critical thinking can be fostered in the student and the student can develop cooperation with their peers, solve problems, and empathize by understanding the emotional states of themselves and others. Through topic-based teaching, teachers can develop students' citizenship and intercultural competence by having students prepare projects on environmental, economic, or social issues (Amerstorfer, 2021). These types of activities also help the student in terms of self-regulation and wellbeing and improve her / him. Again, technological resources such as search engines, online dictionaries or corpus resources, and special language teaching programs that can be used frequently and effectively especially in language classes will also improve students' digital literacy. However, beyond these, with the teacher's help in developing a deep understanding of the subject that will enable students to learn by producing, such as building a web-site, organizing meetings on online communication platforms, producing web-based content, are also topics that can be easily applied in language teaching (Amerstorfer, 2021). These examples, which seem easy in theory, can sometimes be difficult. Giving an effective task and ensuring its continuity is possible with a good explanation and follow-up procedure, and this requires the global skills that are tried to be given to the teacher himself (Harmer, 2015; Scrivener, 2011). In addition, a cognitive background is required that will enable these skills to be taught in a pedagogical sense. In order to achieve this, of course, there is a need for a mindset that believes that it is necessary to bring global skills to the student. In this sense, the characteristics of a global skills teacher OUP (n. d) show the difference between a normal teachers global skills teacher (OUP, n.d., p. 16) in the table below.

Table 2. Global Skills Teacher Features(OUP, n. d., p. 16)(<https://elt.oup.com/feature/global/expert/global-skills?cc=tr&selLanguage=en>)

Attitudes	Knowledge	Skills
This perspective holds that the primary aim of education is to equip students for life in a broader context, extending beyond the confines of specific subjects.	Understands the global skill indicators in the student profile.	Has the capacity to establish dual learning goals and seamlessly incorporate both language skills and global competencies.
Has the idea that the goals	Knows how to make global	Can find and apply

of the English language skills accessible and appropriate training should be broader than just meaningful to make them materials for global skills at linguistic achievement more achievable. different educational levels.	
Describes herself as a global skills teacher.	Aware of many different methodological approaches to teaching global skills and open to applying new ideas. Can offer creative opportunities in the context of global skills without skipping other skills required by the curriculum.
Open and enthusiastic about lifelong learning and professional development as a global skills teacher.	Has proficiency in global skills and can be a role model. Gives effective feedback to improve learning.

Personal and professional development is not something that can be accomplished easily. A teacher who wants to become a global skills teacher should really want it, be highly motivated and curious, because this will bring new responsibilities and problems. Integrating global skills into EFL courses requires methodological, technological and didactical skills. Despite the increasing importance of global skills in EFL curricula, teacher competencies are not at the desired level. Teacher education guides (Badger, 2018; Harmer, 2015) currently provide little guidance when it comes to global skills. Hence, the inclusion of global skills in teacher training becomes crucial. A more comprehensive discussion of this matter will be provided in the discussion section.

CHAPTER III

3. METHODOLOGY

Within this section, the outline of the study's methodology, the adopted scientific approach model, the research's participant group, the data collection instrument employed, as well as comprehensive discussions on data validity, reliability, and analysis will be presented.

3.1.Design of the Study

This is a quantitative study aiming to reveal EFL teachers' perceptions of global skills and their level of integrating these skills into their classrooms. According to Dörnyei (2007), a quantitative research investigates various variables to reach results and is concerned with numerical values. It uses numerical data and its analysis to answer some questions (what, when...) using certain statistical methods (Dörnyei, 2007).

In accordance with the aim of the study, a survey-based quantitative study model was used. The most important reasons for this are those; besides being scientific, it also enables generalizations and provides / saves time and energy in data collection and analysis (Daniel, 2016). Along with these, it is easier to reach individuals around the globe with the help of online questionnaires in quantitative studies.

To achieve this objective, a survey-based model was employed to thoroughly elicit the perspectives of teachers. Survey-based method is the scientific use of the characteristics of a certain population on the topic with a questionnaire using statistical methods (Sukamolson, 2007). According to Kerlinger, survey research is the study of people's different behaviors and motivations, from attitudes to vital facts (Kerlinger, 1973).

Three different principles can be mentioned in the survey model (Kraemer, 1991):

- It is used to numerically represent a cross-sectional side of a given community.
- Data is collected from people,
- The community to which the survey is applied must be part of the community to be used for further generalization.

Researchers often use the survey model when they are interested in the opinions of a large group of people on a particular topic. When a carefully selected sample of participants is researched with a survey model, a description of that group (the universe) is derived from what is obtained about this sample (Fraenkel et al., 2012). In this research framework,

commonly favored by social science researchers to systematize their observations, data is gathered from samples chosen using specific methods, employing questions tailored to the study's objectives (Cemaloğlu, 2009). Most survey studies have three key features. The first of these characteristics is information gathered from a group of people to describe some aspect or characteristic such as opinions, attitudes, beliefs of the universe of which that group is a part. Second, this information is collected by asking questions and the data of the research is created. Another aspect to consider is that this data is drawn from a subset of the population, the universe, (Fraenkel et al., 2012). The survey model offers several advantages for researchers. Primarily, this approach enhances the study's external validity by facilitating access to a significantly larger number of participants. This technique, in which large samples can be selected randomly or by appropriate sampling method, and can be reached in a short time with low costs, is more objective. In the survey technique, where the response rate is very high, most of the errors are minimal, as the questions are asked to all participants from the same source and there is no guide. The standardization of the obtained data is also easy (Cemaloğlu, 2009; Fraenkel et al., 2012).

3.2.Setting and Participants

The research encompasses English as a Foreign Language (EFL) teachers working at various educational levels, including high school, secondary school, and primary schools. The study's sampling comprises EFL teachers in the city center of Tokat.

Table 3. Demographic Features

	Participant Number (N)	Percentage (%)
Gender		
<i>Female</i>	103	63.2
<i>Male</i>	60	36.8
School Level		
<i>Primary School</i>	39	23.9
<i>Secondary School</i>	42	25.8
<i>High School</i>	82	50.3
School Type		
<i>Private</i>	5	3.1

<i>Public</i>	158	96.9
Experience		
<i>1-5 Years</i>	10	6.1
<i>6-10 Years</i>	50	30.7
<i>11-15 Years</i>	46	28.2
<i>16-20 Years</i>	35	15.3
<i>20 Over</i>	25	15.3
Highest Degree Participants Have		
<i>Bachelor Degree</i>	135	82.8
<i>MA</i>	28	17.2
Graduate Program		
<i>English Language Teaching</i>	127	77.9
<i>English Language Literature</i>	31	19
<i>Linguistics</i>	1	.6
<i>American Language Literature and Culture</i>	1	.6
<i>Translation and Interpreting</i>	1	.6
<i>Other</i>	2	1.2
Total Number of Participants	163	

As seen in Table 3 in detail, the sample group consisted of 163 teachers working at the mentioned educational levels in Tokat during the 2022-2023 academic year. The research was conducted with the participation of these teachers. Participants were selected using a convenience sampling approach, which is a non-probability strategy. Convenience sampling is one of the non-selective sampling methods, involving the selection of a sample from readily accessible and feasible units, primarily due to constraints related to time, budget, and labor (Büyüköztürk et al., 2019). In this method, a sufficiently large sample is chosen at random to serve as a representation of the entire population, with equal and independent sampling probabilities for the selected units (Büyüköztürk et al., 2019). In the easily accessible sampling approach, the researcher generally prefers to include individuals who are easily accessible, readily available and willing to participate in the research voluntarily.

3.3.Data Collection Instrument

To see participants' global skills practices and perceptions, '21st Century Teaching and Learning Survey' created by Ravitz (2014) was used as a scale with some adaptations (Appendix 4). After the adaptation, the sections of the survey can be seen below in Table 4.

Table 4. Sections of the Scale and Details

Section Number / Focus	Details
1. Demographic Information	• Gender • Level of education • Years of experience • Educational background • Department of graduation
2. Communication and Collaboration Skills	• Practices of teachers on collaboration. • Practices of teachers on communication. • Perceptions of EFL teachers' communication and collaboration skills.
3. Critical Thinking and creativity skills	• Practices of teachers on critical thinking. • Practices of teachers' creativity skills • Perceptions of EFL teachers' critical thinking and creativity skills.
4. Intercultural competence and citizenship	• Practices of teachers on intercultural competence. • Practices of teachers on citizenship. • Perceptions of EFL teachers' Intercultural competence and citizenship.
5. Emotional Regulation and Self-Regulation and well-being	• Practices of teachers on Emotional Self-Regulation and well-being. • Perception of EFL teachers' emotional self-regulation and well-being.
6. Digital Literacy	• Practices of teachers on digital literacy • Perception of EFL teachers' digital literacy.
7. EFL Curriculum and Materials	• Global skills and EFL curriculum-Materials compatibility degree • The motivation degree of EFL teachers' to global skills.

The reason this scale is used is because its reliability score is high and it includes the items which are directly related with global skills. As there are no surveys directly related with 5 clusters of global skills, this scale is the most suitable one. In the first part, definitions are made. According to Ravitz (2014), giving definitions in this type of research enables to obtain more reliable measurements for each skill by working practice and perception

together. In the second part of the questionnaire, it tries to reveal the applications of the aforementioned abilities with 5 to 8 questions. Responses of the participants were collected on a five-point Likert scale with answers of 1 "Almost never" and 5 "Almost every day" for the practices part and 1 "Not really" and 5 "To a very great extent" for the perception part. Upon questioning the occurrence of application of the skills with the first four and five questions, the perceptions of the teachers were tried to be revealed with the last two questions. Another section was added to the scale to see the compatibility of the EFL curriculum and classroom materials with global skills through the relevant literature by the researcher based on related literature.

Table 5. Reliability Statistics

Sub-Scales	Cronbach's Alpha	N of Items
Communication and Collaboration	.90	13
Critical Thinking and Creativity	.94	13
Intercultural competence and citizenship	.94	12
Emotional Self-Regulation and well-being.	.76	8
Digital Literacy	.81	9
EFL Curriculum and Materials.	.92	13
Whole Scale	.96	68

Its reliability is high, which improves on reliable measures from previous studies (std. alpha > .90, inter-item correlations > .58) (see Table 5). The adapted part by the researcher has also high reliability score (see Table 5). The survey is structured into eight sections, each dedicated to assessing specific global skills individually. Each of these sections is divided into two parts. In the initial part, the survey presents definitions, following the approach outlined by Ravitz (2014). Providing definitions serves the purpose of establishing a strong connection between practice and perception items, ultimately contributing to highly dependable overall measures for each skill. In the second part, once the definitions are provided, the scale seeks to determine the frequency of engagement in 5 to 8 specific practices related to that skill. In addition to the sections covering global skills in the survey, there is a section containing definitions and demographic information, and a section on the curriculum and material prepared and added by the researcher based on the relevant literature.

3.4.Data Collection and Analysis

Before the data collection phase, application permissions from Amasya University Social Sciences Institute were granted (25.04.2022 dated and 1292 numbered research ethics committee approval) (Appendix 1). The application permissions were granted from Tokat Provincial Directorate for National Education (25.10.2022 dated and E-47613789-44-43651713 numbered approval) (Appendix 2). Surveys were applied to 163 English teachers from 38 different schools in the city center of Tokat. All the surveys were applied by the researcher himself. After getting the necessary permissions from the principals showing the permissions of MoNE and University. The teachers were informed about the research aim and 67 of these surveys were done online and 96 of them were done face to face in a period of 3,5 months. The data was collected both by using online forms (Google docs - <https://forms.gle/4TziVWay4WHdSms36>) and printed forms. This data was analyzed quantitatively via the Statistical Package for Social Sciences (SPSS, version 25) to measure descriptive and inferential statistics. Descriptive statistics were used to reveal teachers' practices and perceptions. Similarly, these statistics were used to reveal demographic characteristics that may affect teachers' practices. Analytical methods, including the computation of mean scores, standard deviations, and percentages, were employed to uncover the practices and perceptions of teachers. Furthermore, to examine the impact of gender on these practices, Independent Sample t-tests and Analysis of Variance (ANOVA) were applied. ANOVA and post-hoc statistics were also used to see the effects of variables such as school level, educational background, experience and whether there was any variation in practices. The normality distribution of the questionnaire is as follows.

Table 6. Data Normality Test

Scales and Subscales	n	Min	Max	sd	Mean	Skewness	Kurtosis	p
Communication and Collaboration Skills	163	1.33	5.00	.74	2.75	.387	-.124	.007
Critical Thinking and Creativity	163	1.08	5.00	.89	2.69	.455	-.455	.001
Intercultural competences and citizenship	163	1.00	5.00	.82	2.43	.684	.100	.000
Emotional Self	163	1.00	5.00	.96	2.40	.821	.362	.001

regulation and wellbeing								
Digital Literacy	163	1.25	5.00	.98	2.97	.469	-.634	.000
EFL curriculum and Materials	163	1.31	5.00	.80	2.79	.577	.118	.000
TOTAL	163	1.51	5.00	.70	2.67	.713	.396	.000

Shapiro-Wilk test was used to see the distribution normality. Its results can be reported as $p \geq .05$ for the whole test and for sub categories. However when we check Skewness-Kurtosis values for whole test, they are (.713, .396), for communication and collaboration skills subscale (.387, -.124), for critical thinking and creativity skills (.455, -.455), for Intercultural competences and citizenship skills (.648, .100), for emotional self-regulation and wellbeing skills (.821, .362), for digital literacy skills (.469, -.634), for EFL curriculum and materials (.577, .118). They are between the values of -1.00 and +1.00. These are the values indicating the normal distribution of the data (Heir et al., 2013).

CHAPTER IV

4. FINDINGS

In this section, it is aimed to analyze the data collected through the global skills scale, which includes demographic information, global skills practices and perceptions, as well as textbooks and curriculum's inclusion of these skills, in accordance with the framework of the research questions. In this section, the findings are presented as six different sections and their subsections. In the first part, EFL teachers' familiarity with global skills, in the second part their practices and perceptions of global skills, in the third part, teachers' motivation, in the fourth part, the correlation of level of the skills, in the fifth part, the effect of demographic features and in the last part, how much global skills is covered in EFL curricula and books and our teachers' motivations for applying these skills are discussed.

4.1.The Findings of RQ1 Considering the EFL Teachers' Familiarity with Global Skills

The mean scores according to the sections obtained from the global skills practices given by the participant teachers are shown in Table 7.

Table 7. Familiarity Level According to Mean Scores of Teacher on Global Skills

	Mean	S.D.
Collaboration Skills	2.68	.85
Communication Skills	2.62	.83
Critical Thinking Skills	2.54	.07
Creativity Skills	2.78	1.01
Intercultural Competence	2.40	.87
Citizenship Skills	2.44	.92
Emotional Self- Regulation and Wellbeing	2.40	.96
Digital Literacy	2.97	.96

Based on teachers' global skills practices, it has been shown how familiar they are with these skills. In interpretation, 5-point likert scale mean scores were used. Accordingly, the skill that the participants were most familiar with and tried to develop their students in

this direction was digital skills ($M=2.97$). Emotional skills seem to be the least familiar skill of the teachers ($M=2.40$). Apart from digital skills, collaboration, communication, and creativity skills are over $M=2.60$ when the data is considered in total. According to these data, teachers are aware of the existence of global skills at a moderate and low level.

4.2.The findings of RQ2 Considering the EFL Teachers' Global Skills Practices and Perceptions

The ultimate goal of this research is to find out the EFL teachers' practices and perceptions on global skills which are communication – collaboration skills, creativity - critical thinking skills, intercultural competence - citizenship, emotional self-regulation and wellbeing skills and digital literacies. The analyzes for each section were examined in two parts as teachers' practices and perceptions.

4.2.1. Communication and Collaboration Skills

Six items that tried to reveal the teachers' in-class collaboration practices were used.

Table 8. Statistical Summary of Teachers' Opinions Regarding Collaboration Skills

Things teachers ask students to do in the class	Almost never (%)	A few times a semester (%)	1-3 times a month (%)	1-3 times a week (%)	Almost Daily (%)	M	S.D
Work in pairs or small groups to complete a task together.	7.4	28.2	27.0	24.5	12.9	3.07	1.15
Collaborate with fellow students to establish objectives and formulate a strategy for their team.	17.2	30.1	34.4	11.7	6.7	2.6	1.10
Create joint products using contributions from each student.	16.6	35.0	24.5	17.8	6.1	2.6	1.13

Present their group work to the class, teacher or others.	12.9	41.1	27.0	15.3	3.7	2.5	1.01
Collaborate collectively to integrate feedback regarding group assignments or projects.	12.3	42.9	27.6	12.9	4.3	2.5	1
Give feedback to peers or assess other students' work.	16.0	31.9	25.8	16.0	10.4	2.7	1.21
TOTAL						2.6	.856

As can be seen in Table 8, the expression 'work in pairs or small groups to complete a task together' to the students emerged as an action performed by teachers more intensely than the other items ($M = 3.07$; $SD = 1.15$). According to the findings, nearly 40% of the participants try to practice the students' working together in small groups or as pairs, at least weekly. In addition, the item 'create joint products using contributions from each student' was the item that the participants gave the response 'almost never' the most.

Table 9. Statistical Summary of Teachers' Opinions Regarding Communication Skills

Things teachers ask students to realize in the class	Almost never (%)	A few times a semester (%)	1-3 times a month (%)	1-3 times a week (%)	Almost Daily (%)	M	S.D
Organize information for incorporation into written documents or verbal presentations, such as generating charts, tables, or graphs.	14.1	35.6	23.9	18.4	8.0	2.7	1.15
Express their concepts through alternative mediums apart from written documents,	11.7	42.3	27.0	14.1	4.9	2.5	1.02

including posters, videos, blogs, and more.							
Develop and present an oral speech or presentation to the instructor or an audience.	15.3	39.9	33.1	8.0	3.7	2.4	.96
Respond to inquiries when addressing an audience.	12.9	32.5	26.4	17.2	11.0	2.8	1.19
Determine the method or approach they will employ to showcase their work or exhibit their comprehension.	14.7	36.8	28.8	15.3	4.3	2.5	1.05
TOTAL						2.6	.832

As can be seen from Table 9, the communication skills practices mean values vary between 2.4 and 2.8. Responding the questions in front of their fellow students seems to be the most commonly applied method (M=2.8). Most of the teachers apply this item even though the frequency rates vary. More than half of the teachers either do not ask students to prepare an oral presentation or they do it very rare. This item has the lowest mean score as well (M=2.4). The frequency of response to all items focused on a few times a semester.

Table 10. Statistics of Teachers' Perceptions of Communication-Collaboration Skills

Teachers ask students to realize in the class	Not really (%)	To a minor extent (%)	To a moderate extent (%)	To a great extent (%)	To a very great extent (%)	M	S.D
I try to develop students' communication and collaboration skills.	3.7	15.3	39.9	21.5	19.6	3.30	1.07

I have been able to effectively assess students' communication and collaboration skills.	6.7	21.5	30.7	27.0	14.1	3.20	1.13
--	-----	------	------	------	------	------	------

TOTAL						3.29	1.04
--------------	--	--	--	--	--	-------------	-------------

In Table 10, teachers' perceptions of communication and collaboration skills are shown. The vast majority of teachers (81%) stated that they tried to develop students' communication and collaboration skills at least at moderate level and above. Similarly, the majority of teachers expressing that they take these skills of the students into consideration and assess them are also in the majority. Only a minority of them (6.7% and 3.7%) hold dissenting views regarding the statements.

4.2.2. Critical Thinking and Creativity Skills

Table 11 reveals the strategies employed by the participants to cultivate critical thinking, consisting of six key components.

Table 11. Statistical Summary for Critical Thinking Skills

Things teachers ask students to do in the class	Almost never (%)	A few times a semester (%)	1-3 times a month (%)	1-3 times a week (%)	Almost Daily (%)	M	S.D
Compare information from different sources before completing a task or assignment?	14.1	34.4	33.1	14.7	3.7	2.5	1.02
Draw their own conclusions based on analysis of numbers, facts, or relevant information?	17.8	35.6	38.8	15.3	2.5	2.4	1.03
Concisely summarizing or formulate their unique	10.4	31.3	28.8	24.5	4.9	2.8	1.07

understanding of the material they have read or been instructed on?							
Analyze competing arguments, perspectives or solutions to a problem?	21.5	33.1	19.6	22.1	3.7	2.1	1.16
Develop a persuasive argument based on supporting evidence or reasoning?	27.0	25.8	28.8	13.5	4.9	2.5	1.16
Try to solve complex problems or answer questions that have no single correct solution or answer?	26.4	35.0	16.0	17.2	5.5	2.4	1.2
TOTAL						2.54	.92

Upon analyzing Table 11, it becomes evident that the most frequently utilized approach by teachers is summarizing and interpreting acquired knowledge ($M=2.8$). Nevertheless, the findings indicate that 10.4% of teachers do not allocate sufficient time to fostering this skill among students.

In contrast, the item ‘analyze competing arguments, perspectives, or solutions to a problem’ received the lowest emphasis from teachers in comparison to the other components ($M=2.1$). More than half of the teachers either infrequently addressed this aspect or omitted it during the term. Additionally, the item to which participants most commonly responded with ‘almost never’ was ‘trying to solve complex problems or address questions lacking a single correct solution or answer’ (26.4%). In an overarching evaluation of Table 11, it is apparent that the frequency of teachers' inquiries on these components is notably low. With the exception of the initial item, participants reported that they addressed the remaining five components either ‘almost never’ or ‘a few times’ during a semester, with a rate exceeding 50%.

Table 12. Statistical Summary for Creativity Skills

Things teachers ask students to do in the class	Almost never (%)	A few times a semester (%)	1-3 times a month (%)	1-3 times a week (%)	Almost Daily (%)	M	S.D
Use idea creation techniques such as brainstorming or concept mapping?	8.0	35.0	33.1	13.5	10.4	2.8	1.09
Generate their own ideas about how to confront a problem or question?	9.2	35.0	24.5	19.0	12.3	2.9	1.18
Test out different ideas and work to improve them?	12.9	33.7	26.4	14.7	12.3	2.79	1.2
Invent a solution to a complex, open-ended question or problem?	16.0	27.0	28.8	16.6	11.7	2.8	1.23
Create an original product or performance to express their ideas?	17.8	37.4	25.8	9.2	9.8	2.55	1.17
TOTAL						2.78	1.01

As shown in Table 12 on creativity skills, teachers' practices were revealed with 5 different items. The most frequently asked question by the teachers was 'generate their own ideas about how to confront a problem or question (M=2.9)' and 35% of the participants gave the answer to this item a few times a semester. In an overall examination of Table 12, it is evident that 80% of the participants confirmed that they inquired about the specified components at least a few times throughout the semester. The least frequently employed item was 'create an original product or performance to express their ideas' (M=2.55, 17.8%). Typically, this item was addressed only a few times per semester.

Table 13. Statistical Summary for Teachers' Perceptions of Critical Thinking and Creativity Skills

Things teachers ask students to do in the class	Not really (%)	To a minor extent (%)	To a moderate extent (%)	To a great extent (%)	To a very great extent (%)	M	S.D
I try to develop students' Critical Thinking and Creativity Skills	9.8	23.3	32.5	26.4	8.0	2.99	1.10
I have successfully evaluated the Critical Thinking and Creativity Skills of students.	13.5	23.9	33.7	22.1	6.7	2.84	1.11
TOTAL						2.92	1.06

Table 13 presents the viewpoints of teachers regarding critical thinking and creativity abilities. The vast majority of teachers think that at least to a minor extent level, they have developed their students critical thinking and creativity skills (90.2%) and 9.8% of the teachers stated that they have not done any work on this. While 13.5% of the teachers stated that they did not assess these skills in some way, 23.9% of the teachers stated that they did very little. While teachers state that they try to give these skills to a certain extent, they are not very willing to assess these skills.

4.2.3. Intercultural Competence and Citizenship

Data from participants of intercultural competence are shown in Table 14.

Table 14. Statistical Summary for Intercultural Competence

What instructors request of their students within the classroom	Almost never (%)	A few times a semester (%)	1-3 times a month (%)	1-3 times a week (%)	Almost Daily (%)	M	S.D
Study information about other countries or cultures?	9.2	40.5	32.5	14.7	3.1	2.6	.95
Utilize information or concepts	13.5	42.9	27.0	14.01	2.5	2.49	.97

originating from individuals in foreign nations or diverse cultures?								
Discuss issues related to global interdependency (for example, global environment trends, global market economy)?	23.3	39.3	24.5	9.2	3.7	2.30	1.04	
Understand the life experiences of people in cultures besides their own?	19.6	35.6	26.4	14.7	3.7	2.47	1.07	
Study the geography of distant countries?	27.6	39.9	19.0	11.0	2.5	2.20	1.04	
Contemplate the interconnection between their personal experiences and local matters with global concerns?	27.0	33.1	25.2	11.7	3.1	2.30	1.08	
TOTAL						2.40	.87	

According to Table 15, the most frequently asked question by teachers to their students is studying information about other countries or cultures (M=2.6). According to the data, teachers ask this question to students a few times a month and a week. Half of the teachers ask this question to students at least a few times a month (50.3%). 40.5% of the teachers practice this item a few times during the term (40.5). 9.2% of the participants stated that they never ask such a question. A similar practice, study the geography of distant countries, is the least asked question by the participants (M=2.20). While 27.6% of the teachers never practice this question, 39.9% of them ask it a few times during the term. Only 2.5% of teachers foster their students to study the geography of other countries. When the table is examined, the rates of all items a few times a semester and almost never are more than fifty percent. When the M scores of the items are examined, it is seen that the rate of all of them is very low. The most frequent response of all the items was a few times a semester

which shows the low practice rate of teachers.

Table 15. Statistical Summary for Citizenship

Things teachers ask students to do in the class	Almost never (%)	A few times a semester (%)	1-3 times a month (%)	1-3 times a week (%)	Almost Daily (%)	M	S.D
Examine subjects or concerns that have relevance to their family or local community?	14.7	38.0	22.1	20.09	4.3	2.6	1.10
Apply what they are learning to local situations, issues or problems?	12.3	39.3	28.2	17.2	3.1	2.5	1.01
Talk to one or more members of the community about a class project or activity?	25.2	31.9	23.9	16.6	2.5	2.39	1.10
Evaluate the perspectives of various stakeholder groups or community members regarding a particular matter?	32.5	32.5	22.7	9.8	2.5	2.17	1.06
TOTAL						2.44	.92

5 questions measuring teachers' citizenship practices are shown in Table 15. It is seen that teachers use the question of examining topics or issues that are relevant to their family or community the most (M=2.6). 20.09% of the teachers ask this question 1-3 times a week. 22.1% stated that they apply this item 1-3 times a month. Evaluating how different stakeholder groups or community members view an issue seems to be the least applied item (M=2.17). More than 60% of the teachers do not practice this item at all or practice it a few times during the term. When the table is examined in general, it is seen that the teachers are not very willing to practice each item. A few times a semester and almost never responses are higher than 50% in each item for the total respondents. The part with the highest frequency of

answers given a few times a semester rates show that teachers rarely practice these items. It is evident that teachers have implemented the action of engaging in discussions with one or more community members about a classroom project or activity at the second-lowest frequency ($M=2.39$). A quarter of the teachers reported that they never employed this approach.

Table 16. Descriptive Statistics for Teachers' Perceptions of Intercultural Competence and Citizenship

Things teachers ask students to do in the class	Not really (%)	To a minor extent (%)	To a moderate extent (%)	To a great extent (%)	To a very great extent (%)	M	S.D
I have tried to develop students' skills in making global and local connections	16.6	29.4	35.0	16.6	2.5	2.58	1.02
I have successfully evaluated students' abilities to establish connections between global and local contexts.	25.2	23.9	38.7	10.4	1.8	2.39	1.03
TOTAL						2.49	.97

When the perceptions of teachers about intercultural competence and citizenship are checked; the answers given by the participants seem to be balanced. More than 50% of the teachers are positive about the idea of integrating these skills into the lessons. 16% of the teachers did not find it necessary to develop these skills. 54% of the teachers stated that they tried to develop these skills in the lessons at least at the moderate level or more. However, they do not consider themselves sufficient to assess these skills. While 25% of the teachers stated that they did not assess these skills at all, 23% stated that they did this to minor extent. 38% of teachers assess these skills at a moderate level.

4.2.4. Emotional Self-Regulation and Wellbeing

The answers given by the participants to 6 items related to emotional self-regulation and wellbeing are shown in Table 17.

Table 17. Statistical Summary for Emotional Self-Regulation and Wellbeing

Things teachers ask students to do in the class	Almost never (%)	A few times a semester (%)	1-3 times a month (%)	1-3 times a week (%)	Almost Daily (%)	M	S.D
Manage negative emotions (anger, sadness...) and encourage them to develop an 'if then' plan?	21.5	22.7	23.3	21.5	11.0	2.77	1.30
Identify emotional reactions of themselves and peers in a new scheme or plan?	19.6	30.1	23.3	16.6	10.4	2.68	1.25
Work on the meaning of happiness around the world on different contexts?	23.9	38.0	19.0	12.9	6.1	2.39	1.16
Prepare a portfolio of things they associate with happiness in language learning?	34.4	37.4	14.7	6.7	6.7	2.14	1.16
Analyze a fictional novel character?	42.9	30.7	30.9	3.1	2.5	1.91	.99
Have an interview with their peers on what they do for their well-being?	36.8	37.4	16.0	8.0	1.2	.6	4.26
TOTAL						2.40	.96

Manage negative emotions (anger, sadness...) and encourage them to develop an 'if then' question seems to be the most practiced item by the participants (M=2.77). 23% of the

teachers stated that they apply this item once a month, 21% once a week, and 11% daily. It seems that the frequency of teachers' practice of items other than this item is very low and the majority of the participants never asked the question of having an interview with their peers on what they do for their well-being or they asked them just a few times during the period ($M=.6$). Only 1.2% of the participants stated that they asked this question every day. 42.9% of all participants almost never ask the item 'analyze a fictional novel character question.' When the whole Table 17 is examined, the majority of the participants practice the stated questions almost never or only a few times during the term.

Table 18. Statistical Summary for Teachers' Perceptions of Emotional Self-Regulation and Wellbeing

Things teachers ask students to do in the class	Not really (%)	To a minor extent (%)	To a moderate extent (%)	To a great extent (%)	To a very great extent (%)	M	S.D
I have tried to develop students' emotional self-regulation and well being skills	20.9	35.0	19.6	16.0	7.4	2.50	1.22
I have been able to effectively assess students' emotional self-regulation and well being skills	27.0	27.0	26.4	10.4	8.0	2.41	1.24
TOTAL						2.46	1.19

Teacher perceptions about emotional self-regulation and wellbeing are shown in Table 18. The answers given by the participants seems to be evenly distributed. 20.9% of teachers think that it is not necessary to develop students' emotional self-regulation and wellbeing skills. 55% of teachers do not try to develop students' emotional self-regulation and wellbeing skills at all or practice them to a minor extent. 45% of the participants think that this skill should be developed. 55% of the participants think that they assess this ability at some level while 27% do not assess this skill at all. Again, 27% stated that they assess this skill to a minor extent.

4.2.5. Digital Literacies

The participants' ability to use technology as a learning tool in their lessons is shown in Table 19.

Table 19. Statistical Summary for Digital Literacies

Things teachers ask students to do in the class	Almost never (%)	A few times a semester (%)	1-3 times a month (%)	1-3 times a week (%)	Almost Daily (%)	M	S.D
Use technology or the Internet for self-instruction (e.g., Kahn Academy or other videos, tutorials, self-instructional websites, etc.)?	8.0	23.9	25.2	24.5	18.4	3.21	1.22
Select appropriate technology tools or resources for completing a task?	4.9	25.2	25.2	28.8	15.3	3.56	4.21
Evaluate the credibility and relevance of online resources?	11.7	28.8	26.4	20.9	12.3	2.93	1.20
Utilize technology to check information (e.g., databases, spreadsheets, graphic programs, etc.)?	17.8	28.2	22.1	16.0	16.0	2.84	1.33
Use technology to help them share information (e.g., multi-media presentations using sound or video, presentation software, blogs, podcasts, etc.)?	8.0	27.6	39.7	14.7	11.0	2.93	1.08
Use technology to	13.5	28.2	28.2	20.9	8.0	2.77	1.19

support team work or collaboration (e.g., shared work spaces, email exchanges, giving and receiving feedback, etc.)?								
Employ technology to monitor their progress on extended tasks or assignments?	9.8	35.6	22.7	20.2	11.7	2.88	1.18	
TOTAL						2.97	.98	

Among the various elements analyzed in the data, it appears that the task of choosing suitable technology tools or resources for completion is the most frequently performed, with an average score of 3.56, surpassing the other items. When we look at this practice in detail, almost 70% of teachers ask students to use appropriate technology tools to complete a task, at least 1-3 times a month. While 25% of the teachers ask this question a few times during the term, 4.9% stated that they do not ask this question. In summary, most of the teachers attach importance to the use of technology.

When the Table 19 is examined in detail, there is not a big difference between the highest mean score and the other mean scores, and the average is high. The second most commonly addressed element involves utilizing technology or the internet for self-guided learning, such as through platforms like Khan Academy, video tutorials, self-instructional websites, and the like (M=3.21). Approximately half of the teachers inquire about this aspect between 1 to 3 times each week or month, while 18.4% pose this question nearly every day. The items ‘use technology to help them share information (e.g., multi-media presentations using sound or video, presentation software, blogs, podcasts)’ and ‘evaluate the credibility and relevance of online resources’ have the same mean score (M=2.93). The method that teachers use the least is using technology to support team work or collaboration (M=2.77). Similarly, the item that received the most ‘almost never’ responses is use technology to analyze information. As the table shows, teachers make practices that support students' technology use.

Table 20. Statistical Summary for Teachers' Perceptions of Digital Literacies

Things teachers ask students to do in the class	Not really (%)	To a minor extent (%)	To a moderate extent (%)	To a great extent (%)	To a very great extent (%)	M	S.D
I have endeavored to enhance students' proficiency in utilizing technology as a learning tool.	4.3	22.7	36.8	25.8	10.4	3.15	1.02
I have successfully evaluated students' proficiency in utilizing technology for educational purposes.	8.6	24.5	33.1	21.5	12.3	3.04	1.14
TOTAL						3.09	1.03

The descriptive analyzes of teachers' data about using technology in education are shown in Table 20. 70% of teachers try to improve students' ability to use technology as a learning tool. As indicated in the table, they possess the capability to achieve this to a reasonable or considerable degree. At the same time, they were able to assess this skill at a high rate. 67% of the teachers assessed students' technology skills at least to a moderate extent. This shows the participants gives importance to improve digital skills. Just 4.3% of the participants do not try to develop digital skills and 8.6% of the participants do not assess this skill at all.

4.3.The Findings of RQ3 Considering the EFL Teachers' Motivation to Integrate Global Skills in Their Classes

Table 21 shows the motivations level of participating teachers to develop global skills in students during their EFL classes.

Table 21. Statistical Summary for Teachers' Motivation Level to Integrate Global Skills in the Classes

	Not really (%)	To a minor extent (%)	To a moderate extent (%)	To a great extent (%)	To a very great extent (%)	M	S.D
I think it is necessary for students to gain global skills	.6	9.8	27.0	33.7	28.8	3.80	.98
I think English classes are compatible to teach global skills	3.7	13.5	22.1	29.4	31.3	3.71	1.15
TOTAL						3.75	.93

According to the data, nearly 90% of the teachers think that these skills should be developed in students (M=3.80). Looking at the data in detail, 28.8% of the teachers gave the answer to a very great extent, and 33.7% to a great extent which shows the high motivation. Only .6% of a group do not think that these skills need to be developed. Similarly, the majority of the participants think that English classes are suitable environments for developing global skills (M=3.71). While 22.1% of the teachers agreed with this judgment at a moderate level, 60% of them agreed to a great extent. Only 3.7% of the participants do not think that English classes are suitable for developing these skills.

4.4.The Findings of RQ4 Considering the Correlation of The Global Skills of in-Service EFL Teachers with Its Components of Global Skills

Pearson Correlation analysis was used to determine the correlation of the sub-components of global skills such as communication and collaboration, creativity and critical thinking, intercultural competence and citizenship, emotional self-regulation and wellbeing and digital literacies and with the total score in line with the answers given. The results obtained are given in Table 22.

Table 22. The Correlation Between Global skill, Its Components and Total Score

		Communication and Collaboration	Creativity and Critical Thinking	Intercultural Competence and Citizenship	Emotional Self- Regulation and Wellbeing	Digital Literacies	Total
Communication and Collaboration	r	1	.781*	.619*	.727*	.623*	.883*
	p		.000	.000	.000	.000	.000
	n	163	163	163	163	163	163
Creativity and Critical Thinking	r	.781*	1	.721*	.715*	.614*	.887*
	p	.000		.000	.000	.000	.000
	n	163	163	163	163	163	163
Intercultural Competence and Citizenship	r	.619*	.721*	1	.648*	.673*	.803*
	p	.000	.000		.000	.000	.000
	n	163	163	163	163	163	163
Emotional Self- Regulation and Wellbeing	r	.727*	.715*	.648*	1	.634*	.862*
	p	.000	.000	.000		.000	.000
	n	163	163	163	163	163	163
Digital Literacies	r	.623*	.614*	.673*	.634*	1	.773*
	p	.000	.000	.000	.000		.000
	n	163	163	163	163	163	163
Total	r	.883*	.887*	.803*	.862*	.773*	1
	p	.000	.000	.000	.000	.000	
	n	163	163	163	163	163	163

*Correlation is significant at the .01 level (2-tailed)

When Table 22 was examined in line with the answers given, a positive and significant relationship was found between each of the global skills. The strongest positive ($r=0.781$) and significant ($p<0.05$) relationship with each other was found between 'Communication and Collaboration skills' and 'Creativity and Critical Thinking skills.' Other skills that have a strong positive and significant relationship between them are; 'Emotional Self-Regulation and Wellbeing' and 'Communication and Collaboration' ($r=0.727$; $p<0.05$), 'Intercultural Competence and Citizenship' and 'Creativity and Critical Thinking' ($r=0.721$; $p<0.05$), 'Emotional Self-Regulation and Wellbeing' and 'Creativity and Critical Thinking' ($r=0.715$; $p<0.05$). Apart from these, all skills have a moderately positive and significant relationship with each other.

The relationship between the total score and the total scores of global skills was found to be strong, positive and significant for all skills. The relationship between total score and creativity and critical thinking has the strongest positive and significant relationship ($r=0.883$; $p<0.05$).

4.5.The Findings of RQ5 Considering the Effect of Demographic Variables Such As Gender Experience, Educational Background, School Level of EFL Teachers on Integrating Global Skills in EFL Classrooms

This part of the research focused on whether teachers' demographic features have an impact on their practice of global skills.

4.5.1. Gender

One of the main purposes of this research is to reveal whether demographic characteristics make a difference in the practicing of global skills. First, the mean, standard deviation, p values and t-test results regarding the differentiation between male teachers and female teachers are shown in Table 23.

Table 23. Effects of Gender on Teachers' Global Skills Practices

	Gender	N	M	SD	t	P value
Collaboration and Communication Skills	Female	103	2.82	.77	1.53	.126
	Male	60	2.63	.67		
Creativity and Critical Thinking	Female	103	2.85	.92	3.062	.003
	Male	60	2.42	.76		
Intercultural Competence and Citizenship	Female	103	2.49	.89	1.292	.168
	Male	60	2.32	.68		
Emotional Self-Regulation and Wellbeing	Female	103	2.51	1.04	1.942	.054
	Male	60	2.21	.77		
Digital Literacies	Female	103	3.04	1.02	1.167	.245
	Male	60	2.85	.91		

103 of the teachers participating in the research are female and 60 are male. When M scores are examined from the table, all skills are applied more by female teachers. The skill that both groups applied the most is digital skills (MF=3.04, MM=2.85). Upon detailed examination of the table, the t-test outcomes indicate that, with the exception of creativity and critical thinking skills, the results of teachers' practices lack significance, given that the p-

values for other skills surpass 0.05. The sole noteworthy difference is observed in creativity and critical thinking skills ($t=3.06$; $p=.003$). Therefore, it can be asserted that female teachers incorporate creativity and critical thinking skills more frequently into their lessons compared to their male counterparts.

4.5.2. Experience

This part of the research focused on whether teachers' experiences have an impact on their practice of global skills.

Table 24. ANOVA Results Evaluating the Impact of Years of Experience on Teachers' Practices.

	Years of Experience	N	M	S.D	F-value	P-value
Collaboration and Communication Skills	1-5	10	3.03	.747	1.685	.156
	6-10	20	2.92	.843		
	11-15	46	2.62	.668		
	16-20	32	2.61	.799		
	20-...	25	2.72	.493		
Creativity and Critical Thinking	1-5	10	2.95	.439	1.268	.285
	6-10	20	2.86	.894		
	11-15	46	2.50	.882		
	16-20	32	2.64	.951		
	20-...	25	2.65	.939		
Intercultural Competence and Citizenship	1-5	10	2.90	.659	2.134	.079
	6-10	20	2.52	.891		
	11-15	46	2.21	.705		
	16-20	32	2.55	.979		
	20-...	25	2.30	.605		
Emotional Self-Regulation and Wellbeing	1-5	10	1.87	.246	1.747	.142
	6-10	20	2.52	1.011		
	11-15	46	2.22	.716		
	16-20	32	2.60	1.284		
	20-...	25	2.44	.869		
Digital Literacies	1-5	10	2.62	.478	1.345	.256
	6-10	20	3.06	.979		
	11-15	46	2.75	.834		
	16-20	32	3.14	1.29		
	20-...	25	3.10	.921		

Although there are some differences when looking at the mean scores in Table 24,

experience has no effect on the practicing of global skills in the classroom according to the p-values. For example, collaboration and communication (M=3.03), creativity and critical thinking (M=2.95), intercultural competence and citizenship (M=2.90) skills are more practiced by the teachers who have 1-5 years of experience. Emotional self-regulation and wellbeing (M=1.87), digital literacies (M=2.62) skills are practiced at least by teachers who have 1-5 years of experience. Despite these values, the differentiation according to the analysis is not significant. Additionally, when the post-hoc results (Appendix 5-6) are examined, it is seen that experience has no effect on the practicing of global skills.

4.5.3. Educational Background

Table 25 displays the influence of teachers' educational skills backgrounds on the implementation of global.

Table 25. Effects of Educational Background on Teacher's Global Skills Practices

	Education Background	N	M	SD	t	P value
Collaboration and Communication Skills	Bachelor's Degree	135	2.71	.76	-1.526	.078
	MA/PH	28	2.95	.59		
Creativity and Critical Thinking	Bachelor's Degree	135	2.64	.90	-1.605	.110
	MA/PH	28	2.93	.79		
Intercultural Competence and Citizenship	Bachelor's Degree	135	2.42	.81	-.340	.734
	MA/PH	28	2.47	.84		
Emotional Self-Regulation and Wellbeing	Bachelor's Degree	135	2.37	1.00	-.951	.343
	MA/PH	28	2.56	.73		
Digital Literacies	Bachelor's Degree	135	2.92	.98	-1.215	.226
	MA/PH	28	3.17	1.008		

Upon evaluating the p-values, it is evident that the educational background exerts no impact on the integration of these skills into teaching practices. Despite the absence of a significant difference based on the p-value, it is noteworthy that the mean scores of MA/PH

graduates in all skills surpass those of the other group. For example, in collaboration and communication skills, the m score of MA/PH graduates is 2.95, while the score of the other group is 2.71. In the intercultural competence and citizenship skills, the two groups practice this skill to almost the same degree. In general, educational background does not affect teachers' global skills practices.

4.5.4. School Level

The relationship between education level and global skills practices is shown in Table 26.

Table 26. ANOVA Scores on the Effects of School Level on Teacher's Global Skills Practices

	School Level	N	M	S.D	F-value	P-value
Collaboration and Communication Skills	Primary School	39	2.68	.808	.247	.786
	Secondary School	42	2.78	.675		
	High school	82	2.77	.749		
Creativity and Critical Thinking	Primary School	39	2.60	.870	.719	.489
	Secondary School	42	2.61	.793		
	High school	82	2.77	.952		
Intercultural Competence and Citizenship	Primary School	39	2.36	.880	.562	.571
	Secondary School	42	2.36	.693		
	High school	82	2.49	.856		
Emotional Self-Regulation and Wellbeing	Primary School	39	2.10	.921	4.139	.018
	Secondary School	42	2.28	.801		
	High school	82	2.60	1.015		

Digital Literacies	Primary School	39	2.67	.855	2.673	.072
	Secondary School	42	2.95	.918		
	High school	82	3.11	1.057		

Considering the P values and post-hoc analyzes, there is a significant difference only in emotional self-regulation and wellbeing skills practices by teachers ($p=.018$). Even if high school teachers' M scores (primary school $M=2.10$, secondary school $M=2.28$, high school $M=2.60$) are a bit higher than the others, they are not meaningful. From this point of view, it is seen that emotional self-regulation and wellbeing skills are practiced more by high school teachers. When the post-hoc analysis (Appendix 6) is examined, the meaningful difference seem to be between high school and primary school's teachers ($p=.020$). When all skills are considered, except for collaboration and communication skills, high school teachers' M scores are higher in other skills (Creativity and Critical Thinking $M=2.77$, intercultural competence and citizenship, emotional self-regulation and wellbeing $M=2.49$, emotional self-regulation and wellbeing $M=2.60$), Digital literacies $M=3.11$): however, these scores do not make a significant difference.

4.6.The Findings of RQ6 Considering the Impressions of EFL Teachers on How Much EFL Classes and Curricula are Compatible for Teaching Global Skills

Teachers' views on how much the English classes, materials and curriculum cover global skills are shown in Table 27.

Table 27. EFL Curriculum and Class Materials Compatibility with Global Skills

EFL Curriculum and Class Materials Compatibility with Global Skills	Not really (%)	To a minor extent (%)	To a moderate extent (%)	To a great extent (%)	To a very great extent (%)	M	S.D
Does your curriculum cover communication and collaborations skills?	11.7	25.2	37.4	19.6	6.1	2.83	1.06
Does your curriculum cover creativity and critical thinking skills?	18.4	27.0	28.8	18.4	7.4	2.69	1.18

Does your curriculum cover intercultural competence and citizenship skills?	18.4	34.4	23.3	19.6	4.3	2.57	1.12
Does your curriculum cover emotional self-regulation and wellbeing skills?	23.3	29.4	28.8	14.1	4.3	2.46	1.12
Does your curriculum cover digital skills?	19.6	16.0	36.2	22.1	5.5	2.79	1.18
Does your official used English book cover activities on communication and collaborations skills?	16.6	31.3	30.7	11.7	9.8	2.66	1.17
Does your official used English book cover activities on digital skills?	17.8	24.5	39.3	11.7	6.7	2.65	1.10
Does your official used English book cover activities on creativity and critical thinking skills?	18.4	28.8	35.6	9.2	8.0	2.59	1.13
Does your official used English book cover activities on emotional self-regulation and wellbeing skills?	28.2	28.2	28.8	9.8	4.9	2.34	1.36
Does your official used English book cover activities on intercultural	17.2	31.9	35.0	11.0	4.9	2.54	1.05

competence and
citizenship skills?

The current EFL
curriculum is
compatible and
adaptable to
Global skills

16.6 28.2 35.6 14.1 5.5 2.63 1.08

TOTAL

2.61

.92

Regarding the EFL curriculum, teachers think that communication and collaboration skills are mostly covered in the curriculum among global skills (M=2.83). Approximately 65% of the teachers think that communication and collaboration skills are included in the curriculum to a moderate or great extent. Emotional self-regulation and wellbeing skills, on the other hand, is the least included in the curriculum among global skills (M=2.46). While 23.3% of the teachers think that this skill is not in the curriculum at all, 29.4% think that the curriculum covers this skill to a minor extent. The other sub-intermediate skill is intercultural competence and citizenship (M=2.57). Overall, according to EFL teachers, the EFL curriculum covers global skills to a moderate extent except for intercultural competence and citizenship and emotional self-regulation and wellbeing skills which are covered to a minor extent.

Regarding the books used as material, when the data is examined, emotional self-regulation and wellbeing skills is the least included skill set (M=2.34). About 60% of the teachers state that the books cover these skills to minor extent or not at all. Contents related to communication and collaborations skills are the skills most frequently covered among the global skills in EFL books (M=2.66). Although the answers given about the books and the curriculum contents show parallelism, it can be said, in line with the answers given, that global skills are covered less in the books compared to the curriculum. Similarly, teachers consider the current English curriculum to be adaptable and compatible in integrating Global skills to a moderate extent (M=2.63).

CHAPTER V

5. DISCUSSION

The aim of this quantitative research is to provide a thorough understanding of the global skills practices and perceptions among English teachers. In accordance with the research questions, this study also explores the influence of demographic variations on teachers' practices and perceptions. Furthermore, the harmony of English course materials and curriculum with global skills was examined through a survey applied to EFL teachers. In this section, the findings will be analyzed in the light of the existing literature and discussed in correlation with the research questions.

5.1. Discussion on the EFL Teachers' Familiarity with Global Skills

As for the findings of RQ1 considering the EFL teachers' familiarity with global skills we can see that the mean scores represent the level of familiarity with these skills among the participant teachers. It is clearly seen that digital skills have the highest mean score as in the practice section, indicating that EFL teachers are relatively more familiar with this skill than the others. This might be attributed to the increasing integration of technology into education (Martin, 2018). Teachers acknowledge the significance of equipping students with the skills to navigate the digital world effectively. This relationship seems to be mutual. It can be thought that the reason why teachers integrate digital skills into their lessons more than other is due to the fact that they both have a better command of these skills and are more prone to them because they apply them more. When it comes to collaboration skills and communication skills they have moderate mean scores. This suggests that teachers are somewhat familiar with these skills. Collaboration and effective communication are key competencies in the global workforce, and educators increasingly emphasize them (OECD, 2018). In their study Wahyuddin et al. (2022) advocate for the integration of collaboration and communication skills in educational frameworks, emphasizing their relevance in preparing students for the challenges of the 21st century.

Creativity skills is also a very important part of today's global world and in this research it is seen that teachers also show moderate familiarity with creativity skills. Fostering creativity is recognized as a valuable skill for students to develop, as it is seen as essential for innovation and problem-solving (Craft, 2003). Fostering creativity is widely recognized as a crucial skill for students, playing a fundamental role in fostering innovation and problem-

solving abilities. According to Porter et al. (2022), fostering creativity in education contributes not only to individual growth but also to address complex challenges in various fields. Together with creativity skills, critical thinking skills have a slightly lower mean score, indicating that teachers might be less familiar with this area. Critical thinking is considered fundamental for making informed decisions and analyzing complex issues (Fisher, 2001). The conventional teaching approach, where the teacher acts as the primary source of information for passive students, is becoming obsolete (Mogea, 2022). Students often find themselves preoccupied with taking notes, hindering the internalization of information. This method prioritizes memorization of answers, neglecting the exploration of questions and critical thinking (Mogea, 2022). The emphasis on recitation, rather than engaging in argumentative discussions, results in a fragmented understanding of context.

Teachers have relatively lower familiarity with intercultural competence and citizenship skills. Developing intercultural competence is crucial in a globalized world (Deardorff, 2009; Savicki, 2023). Citizenship skills relate to social responsibility and civic engagement, which are important for active citizenship (Westheimer & Kahne, 2004). The fact that these skills do not appear to be of interest to teachers creates a huge disadvantage in terms of active citizenship and recognizing and integrating into different cultures, which can be the most important outcome of English teaching. Emotional self-regulation and wellbeing skills also have lower mean scores. Emotional self-regulation and wellbeing are essential for students' mental health and overall success (Coplan, 2021; Durlak et al., 2011). Although supporting students emotionally may seem outside of English teaching at first glance, one of the main purposes of education is to support students mentally. In this sense, before teaching English, this skill must be supported for the purposes of education as well.

The findings suggest that EFL teachers are most familiar with digital skills and somewhat familiar with collaboration, communication, creativity, and critical thinking skills. However, they seem to have relatively lower familiarity with intercultural competence, citizenship skills, and emotional self-regulation and wellbeing. It is important to consider these results for professional development and curriculum design to enhance EFL teachers' awareness and incorporation of these vital global skills.

5.2. Discussion on EFL Teachers' Global Skills Practices and Perceptions

This section is presented to discuss the findings on the question of “What are the EFL teachers' global skills practices and perceptions?” Teachers' perceptions and practices

regarding global skills, which form the basis of this research, will be discussed in within the framework of the research results and with the relevant literature.

5.2.1. Discussion on the EFL Teachers' Practices and Perceptions of Communication and Collaboration Skills

This study looks into how teachers approach global skills, exploring six different research questions based on these skills. According to Rusdin (2018), investigating the teachers' practices, both inside and outside the classroom, is crucial as it significantly influences their teaching methods. The primary focus of the research is to understand EFL teachers' practices and perceptions regarding global skills, categorized into five different groups. The findings provide valuable information on how EFL teachers handle global skills, with the initial section of the survey concentrating specifically on communication and collaboration skills.

Upon a thorough examination of the practice tables, it becomes evident that a significant number of EFL teachers (approximately 50%) promote weekly engagement of students in pair or small group work, highlighting the emphasis on collaboration within the classroom. This practice seems to have similar sides with the literature emphasizing the importance of collaborative learning (Johnson & Johnson, 2018). The finding that teachers rarely have students create joint products using contributions from each student may indicate room for improvement in collaborative project-based learning methods (Johnson & Johnson, 2018). The practice of having students answer questions in front of an audience is relatively common. However, the preparation and delivery of oral presentations receive lower mean scores, suggesting an area where more focus might be beneficial (Ferris, 2018). Students can gain many valuable skills such as speaking in front of a group, not only their language skills, but also their insights, self-confidence, and social integration, through just a 5-minutes presentation (Graig, 2013; Hammad, 2020). Craig (2013) mentions that delivering an oral presentation is deemed a crucial English as a foreign language speaking task. It provides EFL/ESL students with opportunities to enhance their English pronunciation, foster fluency, and engage in exercises that promote critical thinking, creativity, and the drafting process. The feasibility of activities such as making presentations, which is arguably the most useful form of one-way communication, especially in English lessons, opens a way for teachers to easily develop other skills with this lesson.

The majority of EFL teachers (81%) express a commitment to developing their

students' communication and collaboration skills. This result is promising, as effective communication and collaboration skills are essential in today's globalized world (World Economic Forum, 2020). By prioritizing these skills, teachers are contributing to their students' capacity to collaborate effectively in teams, articulate their ideas with clarity, and participate in constructive dialogue. The fact that more than 40% of teachers indicate making moderate to very significant efforts to foster these skills demonstrates a powerful commitment to fostering these capabilities. Communication and collaboration are not only vital for language acquisition but also for overall personal and professional development (P21 Partnership for 21st Century Learning, 2007). The substantial percentage of teachers actively working to enhance these skills seems in accordance with the educational literature's emphasis on the significance of communication and collaboration skills for students' success in the 21st century (Johnson & Johnson, 2018; Vygotsky, 1978). This focus is consistent with the notion that these skills play a crucial role in both academic and real-world contexts.

A study conducted in the Lebanese context suggests that teachers prioritize the enhancement and assessment of communication skills (Silvernail et al., 2017). In this study, a similar finding has been achieved. A significant proportion of teachers (74.1%) claim to effectively assess their students' communication and collaboration skills. This is a positive finding because effective assessment plays a vital role in gauging students' progress and guiding instructional practices (McTighe & O'Connor, 2005). Assessment of communication and collaboration skills is essential to ensure that students are acquiring these skills and to provide feedback for improvement (Bennet, 2020). When teachers can accurately evaluate their students' abilities in these areas, they can tailor their instruction to address specific needs. It is noteworthy that there is a similar level of commitment to developing and assessing these skills. The emphasis on effective assessment, rooted in the foundational perceptions of educational theorists like Bloom (1956) highlighting the importance of evaluation and assessment in the learning process, is further reinforced by contemporary authors such as Wiliam (2017), who advocate for formative assessment practices, and Muho and Taraj (2022), emphasizing the leading role of feedback in enhancing student learning. Effective assessment ensures that teachers can track students' development in these skills and provide appropriate feedback and support. The close alignment between teachers' efforts to develop these skills and their ability to assess them suggests a well-rounded approach to fostering communication and collaboration competencies in EFL classrooms.

In summary, the results suggest that EFL teachers acknowledge the significance of communication and collaboration skills, actively striving to incorporate them into their

teaching methodologies. This dedication is an encouraging indication for the cultivation of well-rounded and globally competitive learners. These findings align with the broader educational literature, reinforcing the importance of these skills in equipping students for the complexities of the contemporary world.

5.2.2. Discussion on the EFL Teachers' Practices and Perceptions of Critical Thinking and Creativity Skills

The second part on practices and perceptions is on critical thinking and creativity skills. When the tables are evaluated, it can be seen that the most frequently skills applied method for developing critical thinking among EFL students is summarizing and interpreting what they have learned. This practice is important for helping students process information and make meaning from it (Halpern, 2014). And as it is easy to apply, it seems this is teachers' favorite practice. Conversely, the analysis of competing arguments, perspectives, or solutions to a problem is less frequently implemented. This is an area where there may be room for improvement in fostering critical thinking (Ennis, 2011). Recent research by Husbye et al. (2021) shows the importance of promoting skills critical thinking by encouraging students to analyze and evaluate diverse viewpoints. The study emphasizes the need for educational practices that actively engage students in critical inquiry, fostering a deeper understanding of complex issues and enhancing their ability to assess various perspectives effectively.

The item "Try to solve complex problems or answer questions that have no single correct solution or answer" is infrequently asked, with only 26.4% of teachers occasionally implementing it. Encouraging students to tackle complex, open-ended questions can be a powerful way to enhance their critical thinking abilities (Facione, 2015). Research by Brookfield and Preskill (2016) emphasizes that engaging students in the exploration of multifaceted, ambiguous questions stimulates their cognitive processes and fosters higher-order thinking abilities.

When it comes to cultivating creativity skills, the most commonly employed strategy by teachers is to have students generate their own ideas to address a problem or question. Encouraging idea generation is a fundamental aspect of nurturing creativity (Sawyer, 2012). On the other hand, the creation of original products or performances to express ideas is less frequently utilized. There should be a greater emphasis on fostering creativity among students (Durnalı et al., 2023). There is a growing consensus on the importance of fostering creativity

among students in educational settings. Researchers like Craft (2011) argue that nurturing creativity not only enhances students' problem-solving skills but also cultivates a mindset crucial for adapting to the complexities of the 21st century. Additionally, Runco and Jaeger (2012) highlight the positive correlation between creative thinking and academic achievement, underscoring the need for a greater emphasis on creativity in educational curricula.

The data reveals that the majority of EFL teachers (90.2%) believe they have made efforts, to some extent, to develop students' critical thinking and creativity skills. This high level of engagement indicates that teachers recognize the importance of nurturing these skills in their students. Critical thinking and creativity are pivotal 21st century skills, closely tied to problem-solving, innovation, and adaptability (Partnership for 21st Century Skills, 2007). The study by Paul and Elder (2006) emphasizing the significance of these skills also yields similar results. It is quite uplifting to see that more than a third of teachers (34%) mention they are putting in a decent to a really strong effort to enhance these skills. This suggests that many teachers are proactively trying to include activities that encourage critical thinking and creativity in their lessons. However, there seems to be less enthusiasm when it comes to evaluating students' critical thinking and creativity skills. Approximately 37.6% of teachers state that they do not assess these skills effectively. Effective assessment of these skills is essential to see the progress of students' higher-order thinking abilities (Pellegrino et al., 2001). Another research by Pellegrino and Hilton (2012) emphasizes the importance of assessments that measure not only content knowledge but also critical thinking and problem-solving skills. Additionally, Kienzler et al. (2023) argue for the need to develop innovative assessment strategies that keep up with the demands of the 21st century skills framework, encompassing communication, collaboration, creativity, and digital literacy. The reluctance to assess critical thinking and creativity skills might stem from the challenge of evaluating these complex and subjective abilities (Halpern, 2014). Teachers might need more support, training, or resources to feel confident in assessing these effectively. A majority assess these skills only to a minor extent or not at all although effective assessment of these skills is essential for understanding student progress (Bloom, 1956). Despite the essential nature of effective assessment for understanding student progress in 21st century skills, a majority of educators assess these skills only to a minor extent or not at all (OECD, 2019; Voogt et al., 2018). This gap in assessment practices poses a significant challenge to fostering holistic skill development in students. It is worth noting the gap between the willingness to develop and the willingness to assess these skills. This suggests that while teachers are dedicated to foster

critical thinking and creativity, they may need more guidance and training to confidently evaluate these skills in their students.

In summary, the results highlight some dedication among EFL teachers to foster critical thinking and creativity skills in their students. Nevertheless, there is potential for enhancement in terms of proficiently evaluating these skills. Encouraging teachers to explore innovative assessment methods and providing professional development opportunities in this domain could prove beneficial.

5.2.3. Discussion on the EFL teachers' Practices and Perceptions of Intercultural Competence and Citizenship

When it comes to intercultural competence and citizenship practices, it can be seen that the most frequently applied practice by teachers is having students study information about other countries or cultures. This practice is crucial for fostering intercultural awareness and understanding (Deardorff, 2009). Lutge et al. (2023) emphasize the significance of intercultural competence, highlighting its relevance in navigating diverse cultural contexts. They further discuss the fundamental concepts of intercultural communication, underscoring the role of language classes in developing students' ability to engage effectively across cultures. Providing insights into how language teaching, particularly in English, enhances intercultural competence, preparing students for meaningful interactions in our interconnected global society (Byram & Wagner 2018). On the other hand, the least frequently practiced item is having students study the geography of distant countries. Incorporating geographical studies into language curricula contributes to a holistic understanding of different cultures, fostering a more comprehensive and interconnected worldview (Kohler, 2020; Fantini, 2009). The item "Reflect on how their own experiences and local issues are connected to global issues" also receives relatively low practice rates, although it is crucial for promoting global awareness (Deardorff, 2009). When this connection is not established well, it is not surprising to have students indifferent to outside world.

This practice is crucial for establishing a meaningful connection between what students learn in the classroom and real-world situations. When discussing citizenship, the commonly practiced citizenship-related task is around students exploring subjects or matters special to their family or community. This activity seems to be linked with the notions of being an engaged citizen and participating in community matters (Furco, 2002). Nevertheless,

engaging in a conversation with one or more community members regarding a class project or activity is done at a comparatively lower frequency. This practice is crucial for making a connection between what students learn in the classroom and real-world situations (Qu & Purvis, 2018; Kahne&Middaugh, 2008). Actively involving community members in educational endeavors enhances students' understanding of the practical applications of their knowledge and promotes a more authentic and experiential learning environment. Bringing outside world into the classroom is actually what all education philosophy should be based on. The most important reasons why intercultural competence and citizenship skills are applied very little may be the expectations of the authorities, incompatibility of teachers, program, background and materials. The data shows that a slight majority of EFL teachers (54%) make efforts, at least to a moderate extent, to develop students' skills in making global and local connections, which are essential components of intercultural competence and citizenship. This indicates that many teachers recognize the importance of fostering students' abilities to understand and appreciate different cultures, fostering responsible global citizenship (Grad & Van Der Zande, 2022; Byram, 1997). However, it is noteworthy that approximately 16% of teachers do not deem it necessary to cultivate these skills in their students suggesting a potential gap in awareness or prioritization concerning the significance of intercultural competence and citizenship skills within the realm of English language education.

The results also reveal that nearly half of the teachers (48.9%) do not feel very confident in evaluating students' understanding of global and local issues. The gap between teaching and evaluating effectiveness highlights the challenge in forming judgments about these skills (Deardorff, 2006). The difficulty in evaluating intercultural competence and citizenship skills could stem from their intricate and subjective characteristics, frequently requiring qualitative and context-specific judgments (Bennett, 2008). Intercultural competence involves a complex interplay of cognitive, affective, and behavioral components, making its assessment naturally complex (Fantini, 2018). Teachers might benefit from support, training, and resources to enhance their methods of assessing these skills. The results indicate that while many teachers aim to teach these skills, they may face challenges in effectively evaluating them. This mirrors the broader difficulty in assessing skills related to intercultural competence and citizenship (Fantini, 2009). Teachers express a greater desire to enhance intercultural competence and citizenship skills compared to their confidence in evaluating these skills effectively. This suggests an opportunity for teachers to undergo training and development to acquire the necessary tools and methods for assessing these

intricate competencies.

In conclusion, the results suggest an overall positive attitude among EFL teachers towards incorporating intercultural competence and citizenship skills into their lessons. The findings indicate that EFL teachers are making active efforts to enhance intercultural competence and citizenship skills, although the extent of implementation varies. The focus on exploring other cultures and interacting with the local community works with the cultivation of these skills. However, effectively evaluating these skills remains a challenge.

5.2.4. Discussion on the EFL teachers' Practices and Perceptions of Emotional Self-Regulation and Wellbeing

Emotional self-regulation and wellbeing seems like a challenge for teachers. The most frequently practiced item by teachers is encouraging students to manage negative emotions and develop an 'if-then' plan. This practice is vital for helping students develop emotional self-regulation skills, enabling them to handle their emotions effectively (Brackett, et al., 2010). On the other hand, the item "Analyze a fictional novel character" is the least practiced. This item may be seen as less directly related to emotional self-regulation and well-being, and its low practice rate reflects that. Having students conduct interviews with their peers on what they do for their well-being is another practice with low implementation. This approach can raise self-awareness and peer support stronger for well-being (Durlak et al., 2011). Teachers' perspectives on emotional self-regulation and well-being skills indicate that teachers may not consider this skill as very necessary. The data reveals that while 45% of teachers believe that emotional self-regulation and well-being skills should be cultivated, a substantial portion (55%) either does not implement them or implements them to a minor extent. However, scholars emphasize the importance of promoting emotional intelligence and well-being in language education for enhanced learning outcomes and overall student development (Mercer & Dörnyei, 2020).

This highlights the need for increased focus on these skills in the classroom (Brackett, et al., 2011). The results also indicate that evaluating emotional self-regulation and well-being skills is seen as challenging. Only 10.4% of teachers mentioned that they assess these skills to a great extent. This might show the challenge of objectively measuring emotional well-being in students (Durlak et al., 2011). EFL teachers exhibit diverse levels of dedication to fostering emotional self-regulation and well-being skills in their students. While some practices are more common, others receive limited attention. The findings suggest there is

potential for a more significant emphasis on emotional self-regulation and well-being in language education.

5.2.5. Discussion on the EFL Teachers' Practices and Perceptions of Digital Literacies

The findings in this section are important because they show that teachers have internalized technology in their lives and teaching. The part on digital literacies shows a bit higher level practices when compared with other skills. The data suggests that a majority of EFL teachers prompt students to choose appropriate technology tools or resources for task completion. Nearly 70% of teachers incorporate this practice at least 1-3 times a month. This is parallel with the concept that digital literacy encompasses not only technical skills but also the ability to select the right technology for a given task (Martin, 2018b).

Taking advantage of technology for self-instruction is another frequently employed practice. Half of the teachers instruct students to do this 1-3 times a month or a week. This coincides with the trend of students leveraging online resources for self-paced learning (Ng, 2012). Approximately 57.7% of teachers instruct students to assess the credibility and relevance of online resources. This practice is crucial in the digital age for developing students' critical thinking skills (Martin, 2018c). The least commonly practiced aspect is using technology to support teamwork or collaboration. This could be attributed to challenges in managing collaborative technology projects in the classroom (Tondeur et al., 2012).

The positive impact of technology on learning is well-established. Learning with technology is deemed fun, motivating, meaningful, effective, and sometimes more intricate, enabling students to access and use information easily and, in turn, address contemporary challenges (Fatimah & Santiana, 2017). These reasons may exemplify why educators focus on technology. In this context, technology's influence on language learning and overall success in life is undeniable. Educators may aim to enhance learners' independence by leveraging technology, as it serves as the primary catalyst and enhancer for promoting learner autonomy in second language acquisition, as emphasized by Pemberton, Li, Or, and Pierson in 1996. Essentially, technology can be seen as a tool that facilitates and supports various aspects of the teaching and learning process. Recent research by Ramzan et al. (2023) points out the significant impact of technology in empowering language learners to take charge of their learning journey, highlighting its role as a primary driver in promoting learner autonomy.

The findings of the present research illustrate that instructors strongly encourage their students to use technology for self-directed learning. Their intention is to foster greater

learner autonomy by taking advantage of technology, considering it the primary instigator and amplifier for enhancing independence in second language learning (Bond & Bedenlier, 2019). Essentially, technology is recognized as a versatile instrument that facilitates and augments the capabilities within the educational process. The swift progress of technology in recent years has opened new avenues for educators to integrate technological tools into the educational landscape. Ultimately, the utilization of technology has become nearly omnipresent in the realm of language learning (Shadiev & Yang, 2020). Teachers' perception on technology seems to be very different from the other skills. The findings indicate that teachers place importance on developing students' digital literacy skills. Different from the other skills, they also assess these skills effectively, with 67% of teachers assessing students' technology at least to a moderate extent.

In conclusion, EFL teachers stress the importance of digital literacy by encouraging students to effectively use technology in their learning tasks. The findings indicate a positive trend in integrating technology into EFL education, as most teachers make efforts to develop and assess students' digital literacy. However, this study reveals that teachers may not fully grasp the significance of incorporating this skill into their teaching practices, or they may lack the necessary background knowledge to seamlessly integrate it into their classrooms. Ultimately, the study sheds light on the potential lack of access to sufficient professional development resources for many teachers. Alfaki (2014) also underscores the crucial role of professional development, especially for educators tasked with shaping not only their students' learning but also the future citizens of tomorrow.

5.3. Discussion on the EFL Teachers' Motivation to Integrate Global Skills in Their Classes

EFL teachers' motivation to integrate global skills in their classes seems quite high. Necessity to develop global skills is of high importance for EFL teachers. The vast majority of EFL teachers, nearly 90%, believe that it is necessary for students to gain global skills. This high level of motivation indicates that teachers recognize the importance of skills of equipping their students with these to prepare them for an interconnected world (UNESCO, 2013). Furthermore, the fact that 62.5% of teachers responded to a great extent or a very great extent reflects strong commitment to this goal. As English language classes are discussed the most suitable classes for gaining global skills, this question is also addressed to teachers and it is seen that suitability of English classes for global skills is agreed by the EFL teachers.

Teachers believe that English classes are suitable environments for developing global skills, with the majority of participants (89.4%) agreed to a great extent or a very great extent. This perspective is connected with the recognition of English as a global lingua franca and the understanding that English language instruction can serve as a medium for developing various skills, including global competencies (Byram, 2020). The results suggest that EFL teachers are strongly inclined to incorporate global skills into their teaching, understanding the vital importance of these skills and acknowledging the capacity of English classes to cultivate them. This enthusiasm is crucial for cultivating global competence in students and preparing them for the complexities of a globalized world.

5.4. Discussion on the Correlation of the Global Skills of EFL Teachers with Its Components

The examination discussed earlier, exploring correlations, illuminates the complicated connections among various dimensions of global skills within EFL teachers. The findings reveal a strong, positive, and noteworthy interdependence between all elements of global skills. This underscores that these skills are closely intertwined and do not function in isolation. This connection with each other aligns with the concept that global skills are interdependent and often intersect in practical application (UNESCO, 2013). To illustrate, communication and collaboration skills exhibit a robust correlation with creativity and critical thinking skills indicating that nurturing one skill set can positively impact the development of the other. A comprehensive exploration of correlation patterns reveals that emotional self-regulation and wellbeing skills demonstrate significant associations with other components, such as communication-collaboration and creativity-critical thinking. This is in line with the understanding that emotional well-being can positively influence one's ability to communicate effectively and think critically (Durlak et al., 2011). Similarly, intercultural competence and citizenship skills exhibit a strong correlation with creativity and critical thinking reflecting the idea that understanding and appreciating different cultures and perspectives can enhance one's creative and critical thinking abilities (Mogea, 2022).

When examining the overall correlation, the analysis reveals a robust, positive, and significant connection between the total score of global skills and the total scores of each individual global skill. The most substantial correlation is observed between the total score and creativity and critical thinking. This implies that the overall development of global skills is closely linked to the advancement of creativity and critical thinking, emphasizing their

pivotal role within the global skills framework. These findings show the holistic nature of global skills, emphasizing the importance of recognizing their interconnectedness in educational practices. Nurturing one facet of global skills can positively impact the enhancement of other components. As such, educators should strive to cultivate a comprehensive array of global skills to effectively prepare students for the challenges of an increasingly interconnected world (Grad, & Van der Zande, 2022; Reimers & Chung, 2019; Reimers et al., 2016).

5.5. Discussion on the Effect of Demographic Variables on Global Skills Practices

In this section, the discussion is centered around teachers' demographic variables, including gender, experience, educational background, school level, and whether these factors have any impact on their practices of global skills.

5.5.1. Discussion on the Effect of Gender

This study also aims to explore whether demographic factors impact the application of global skills. Analysis of collaboration and communication skills data indicates that female teachers show a slightly higher tendency to engage in these skills compared to their male counterparts. It is noteworthy, however, that this distinction lacks statistical significance ($p = 0.126$). While the trend suggests a marginal inclusion among female teachers, it is essential to highlight the active involvement of both genders in practicing these skills. On the other hand, when looking into creativity and critical thinking skills, a notable difference emerges in their application. Female teachers appear to incorporate these skills more into their teaching compared to male teachers and this difference holds statistical significance ($p = 0.003$). This finding goes with the previous research indicating that female teachers tend to employ more innovative and student-centered teaching methods, fostering the development of critical thinking and creativity in students (Aljughaiman & Mowrer-Reynolds, 2005). In terms of intercultural competence and citizenship skills, the data does not show a significant difference between male and female teachers ($p = 0.168$). Both genders appear to be relatively equally involved in fostering these skills, though there is a slight inclusion among female teachers. The data show a moderate difference in the practice of emotional self-regulation and wellbeing skills, with female teachers practicing these skills more than male teachers. However, this difference is not statistically significant ($p = 0.054$). This suggests that both male and female teachers consider emotional well-being an essential aspect of their teaching,

although female teachers may prioritize it slightly more. Regarding digital skills, female teachers practice these skills slightly more than male teachers. However, this difference is not statistically significant ($p = 0.245$) as well. The practice of digital literacy is generally high among both male and female teachers, but female teachers seem to engage with it slightly more. The differences seen in how male and female teachers approach global skills can be explained by different factors. Studies suggest that female teachers are more into student-focused and interactive teaching methods, which are effective for fostering critical thinking and creativity in students (Harris & Sass, 2011). Additionally, things like gender influences, individual teaching beliefs, and the specific classroom setting can all play a role in these distinctions.

The results indicate that there are gender differences in incorporating global skills, especially concerning creativity and critical thinking skills. These findings are in accordance with what previous research has also suggested about the impact of gender on teaching approaches (Mahmud, 2010; Saleh Mahdi & Sa'ad Al-Dera, 2013; Thao et. al, 2023). Nevertheless, it is crucial to recognize that these differences are not universal, and individual teaching philosophies and approaches heavily influence how teachers shape their practices.

5.5.2. Discussion on the Effect of Experience

This study also explored how teachers' years of experience influence their application of global skills in EFL classrooms. Although there were differences in the average scores for various global skills among teachers with different experience levels, these variations did not show statistical significance. Teachers with 1-5 years of experience achieved the highest score in practicing collaboration and communication skills, while those with 16-20 years of experience obtained the lowest score. However, these differences were not statistically significant ($p = 0.156$). Previous researches suggest that newer teachers might be more open to trying out innovative teaching methods, including collaborative activities (Dias-Lacy & Guirguis, 2017; Huberman, 1989). This research also points out a trend in this regard. Hence, it could be concluded that new teachers seem more interested in this skill. Teachers with 1-5 years of experience scored the highest mean for practicing creativity and critical thinking skills, whereas those with 11-15 years of experience had the lowest score. However, these differences did not reach statistical significance ($p = 0.285$). Novice teachers might be more familiar with contemporary teaching methods that stress the importance of critical thinking (Walker, 2008). Teachers with 1-5 years of experience reported the highest mean

score for practicing intercultural competence and citizenship skills. Even though there seemed to be some variations ($p = 0.079$), these differences did not reach statistical significance. These new teachers might be more willing to include intercultural elements in their teaching (DeJaeghere & Baxter, 2014). Teachers with 1-5 years of experience reported the highest mean score for practicing emotional self-regulation and well-being skills. Nevertheless, these differences were not statistically significant ($p = 0.142$). New teachers might be more eager to attend students' emotional needs (Ingersoll & Strong, 2011).

Teachers with 16-20 years of experience had the highest mean score for practicing digital literacies, while those with 1-5 years of experience scored the lowest. Similar to other skills, the differences were not statistically significant ($p = 0.256$). Experienced teachers may incorporate digital technologies as they adapt to changing teaching practices (Baylor & Ritchie, 2002). The absence of statistically significant differences in teachers' practices across various experience levels indicates that years of experience alone do not significantly influence the incorporation of global skills (Podolsky & Darling, 2019). Other factors, such as teacher training, access to professional development opportunities, curriculum requirements, and individual teaching philosophies, may play a more substantial role in shaping teaching practices (Ingersoll & Strong, 2011). Additionally, contemporary EFL education has evolved over time, emphasizing the significance of global skills in language teaching. Finally, both novice and experienced teachers may be equally inclined to integrate these skills into their teaching, thereby minimizing the impact of experience. In essence, the results suggest that although there are differences in how global skills are practiced among teachers with varying experience, these distinctions do not hold statistical weight. This emphasizes the need to continually offer professional development opportunities to help all teachers seamlessly incorporate global skills into their EFL classrooms.

5.5.3. Discussion on the Effect of Educational Background

The impact of teachers' educational backgrounds on the practice of global skills in EFL classrooms was explored, revealing that having a Bachelor's degree or an advanced degree (MA/Ph.D.) did not significantly affect the incorporation of global skills. While differences in mean scores were noted, particularly in collaboration and communication, creativity and critical thinking, emotional self-regulation, and digital literacies, statistical significance was not achieved ($p > 0.05$). These findings are similar to the findings of Saleh Mahdi and Sa'ad Al-Dera (2013), emphasizing that teachers' commitment to fostering global

skills transcends formal education levels. The research emphasizes that factors such as professional development, teaching philosophy, and institutional support may play a more substantial role in shaping teaching practices (Ingersoll & Strong, 2011). Both Bachelor's degree and MA/Ph.D. holders actively engage in promoting global skills in EFL classrooms, highlighting the creativity of effective teaching practices across educational levels.

5.5.4. Discussion on the Effect of School Level

The study reveals variations in the integration of global skills among EFL teachers across different school levels. High school teachers demonstrate a statistically significant emphasis on emotional self-regulation and wellbeing skills compared to primary school teachers ($p=0.020$). However, no significant differences are observed in collaboration and communication, creativity and critical thinking, and intercultural competence and citizenship skills across school levels, indicating a consistent approach in nurturing these skills (Smith et al., 2020; Kurtz, 2015). While high school teachers exhibit the highest mean score in digital literacies, the difference does not reach statistical significance ($p=0.072$) aligning with the research of Martin (2018b). This suggests a trend of increasing mean scores from primary school to high school but lacks a notable statistical contrast. The findings highlight the overall equal value and integration of collaboration, communication, creativity, critical thinking, intercultural competence, citizenship skills across EFL classrooms, regardless of the school level (Minoia, 2019; Wang & Wang, 2017).

The noticeable difference in how high school teachers actively address emotional self-regulation skills and wellbeing could be linked to the distinct developmental stages and emotional needs of high school students. Teenagers in high school often grapple with diverse emotional and social challenges, and teachers in this setting may understand the significance of tending to their emotional well-being (Varela, 2018). On the other hand, the absence of significant differences in other global skills indicates a general commitment among EFL teachers, regardless of the school level, to incorporate these skills into their classrooms (Pekrun et al., 2017). The variations observed in emotional self-regulation and wellbeing skills might be influenced by the unique challenges and opportunities inherent in high school settings.

5.6. Discussion on the Impressions of EFL Teachers on How Much EFL Classes and

Curricula are Compatible for Teaching Global Skills

The findings related to EFL teachers' perceptions of the compatibility of EFL classes, materials, and curricula with global skills indicate that there are some gaps in addressing these skills within the educational context. These perceptions can significantly influence how effectively these skills are integrated into the classroom.

Teachers perceive that communication and collaboration skills are the most practiced global skills within the EFL curriculum. This finding aligns with the emphasis on communication as a critical 21st century skill (P21 Partnership for 21st Century Learning, 2007). EFL classrooms are increasingly seen as platforms for fostering these skills through group activities, discussions, and project-based learning (Dooly, 2020; Nunan, 2003). Effective communication and collaboration are considered essential in preparing students for global citizenship (Brackett et al., 2011). Teachers' recognition of these skills as part of the curriculum is promising. This alignment with global skills is essential as communication and collaboration are vital in today's interconnected world (UNESCO, 2013). On the other hand, emotional self-regulation and wellbeing skills are perceived to be the least incorporated in the curriculum. This emphasizes the importance of socio-emotional learning and mental health, particularly in the context of global skills (Brackett et al., 2011). The lower rating in this area highlights a potential gap in addressing students' emotional well-being, which is crucial for their holistic development. The lower coverage of emotional self-regulation and wellbeing skills in the curriculum might be a reflection of the broader challenges in integrating socio-emotional learning into traditional academic contexts (Durlak et al., 2011). Various scholars have emphasized the importance of intercultural competence in language education for effective communication and empathy (Alvarez Valencia, & Michelson, 2022; Heggernes, 2021; Byram et.al, 2013; Atay et.al, 2009; Kramsch, 1993).

Intercultural competence and citizenship skills fall within a moderate range. While more than 50% of teachers feel these skills are included to some extent, it is essential to focus on improving their integration. Globalization emphasizes the need for intercultural understanding and responsible citizenship (Deardorff, 2006). Strengthening these skills can better prepare students for a diverse, interconnected world. Digital skills seem to be moderately integrated into the curriculum. In a digital age, fostering digital literacy and competencies is crucial for students' future success (Hobbs, 2010). The findings indicate that, while there is alignment between the curriculum and books, global skills are perceived to be covered less in the books compared to the curriculum. This shows the need for a more

comprehensive approach in selecting or creating materials that truly support the integration of global skills. Teachers should consider supplementary resources and innovative teaching methods to bridge this gap (Kramsch, 2014; Perkins et al., 1993). The observation that global skills are perceived to be covered less in the books compared to the curriculum resonates with the challenges of aligning instructional materials with curriculum objectives. This discrepancy might be due to the slower adaptation of textbooks to evolving educational paradigms (Tomlinson, 2012). As Bouzid (2016) stated, textbooks are at the very center of teaching and cannot be ignored. This study reveals that while teachers express motivation to incorporate these skills, they are not positioned at the core of instructional practices, mainly due to the design of textbooks and educational programs. The perception that the current English curriculum is moderately adaptable to integrating global skills emphasizes the ongoing efforts to incorporate 21st century skills into traditional educational frameworks. Scholars have discussed the need for curriculum redesign to keep up changing societal needs and to facilitate the development of students' diverse skills (Trilling & Fadel, 2012).

In summary, the findings from the study reflect the ongoing challenges and progress in integrating global skills into EFL education (Djebbari&Djebbari, 2021). While communication and collaboration skills seem to be more prominently integrated, there are opportunities for further development in areas such as emotional self-regulation, intercultural competence, and adapting materials. These results are in line with the evolving discussions within the field of language education and the broader context of 21st century skills development. The perceptions of EFL teachers on the coverage of global skills in the curriculum and materials suggest both strengths and areas that require improvement. Addressing the gap in emotional self-regulation and wellbeing skills, enhancing the inclusion of intercultural competence and citizenship skills, and ensuring that materials align with curriculum goals are essential steps for effectively preparing students for the demands of the 21st century.

CHAPTER VI

6. CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

In this section of the research, an overview of the study, together with concluding remarks and recommendations for future research are presented.

6.1. Conclusion

In a world marked by rapid globalization, technological advancements, and intricate interconnectivity, the cultivation of global skills has emerged as a paramount endeavor in education. This thesis has explored the multifaceted realm of global skills, exploring their significance, components, integration into education, and implications for both learners and educators. Global skills encompass a constellation of competencies ranging from effective communication and collaboration to critical thinking, intercultural competence, emotional intelligence, and digital literacy. These skills are not merely additions to traditional education; rather, they embody the essence of preparing learners for the challenges and opportunities that characterize the modern era. The evidence presented underscores the importance of these skills in diverse contexts, be it in the workplace, community engagement, or personal interactions. Moreover, the interconnectedness of these skills enhances their value, as they often reinforce and complement one another.

The integration of global skills into educational frameworks, particularly in English Language Teaching, is a forward-looking approach that responds to the demands of the globalized society. Language classrooms, by their very nature, serve as microcosms of multiculturalism and communication. The infusion of global skills into language education not only augments language proficiency but also empowers learners with the tools to thrive in a linguistically and culturally diverse world.

As this thesis draws to a close, it is evident that the cultivation of global skills is not merely an educational trend but a necessity borne out of the dynamics of our times. The journey towards nurturing global skills is ongoing and adaptive, requiring educators to continually evolve their methodologies, curricula, and approaches. Equipped with global skills, individuals are poised to navigate uncertainties, engage in cross-cultural dialogue, and contribute constructively to the global community. The symbiotic relationship between global skills and education is one that propels humanity towards a future characterized by empathy, innovation, and harmonious coexistence.

In essence, the cultivation of global skills is an investment in the present and future of our interconnected world. It is a testament to the transformative power of education to shape not only the minds but also the hearts of individuals, fostering a generation that embraces diversity, navigates complexity, and makes meaningful contributions to the global tapestry of human experience. Incorporating skills into EFL classes is a diverse task. The results of this research provide perspectives from EFL teachers on how they include skills in their classrooms. The data reveals points that give us insights into the status of global skill development, in EFL education.

To begin with it is clear that EFL teachers understand the importance of skills and acknowledge their role in nurturing these skills among their students. A significant number of teachers demonstrate their commitment to developing students' communication and collaboration abilities fostering creativity and critical thinking as promoting intercultural competence and citizenship skills. This adheres to the increasing recognition in the field of education that global skills are crucial for preparing students to succeed in our interconnected world (OECD, 2018).

However the study also points out challenges in implementing and assessing these skills. While teachers express their dedication to develop competencies they seem unconfident when it comes to accurately evaluating these abilities. This highlights the necessity for development opportunities that equip teachers with the tools and strategies to assess and measure students' proficiency in global skills (Parmigiani et al., 2022). It is essential to empower teachers with the knowledge and expertise required to provide feedback and guidance to students on their journey towards achieving competence. Cobb & Couch (2018) emphasized the significance of development, in today's educational landscape. They emphasized that professional development plays a leading role for teachers, allowing them to enhance their knowledge, awareness, and skill set both within and outside the classroom. On the other hand, teachers' acquisition of international experience can help them internalize these skills and support their students with more meaningful content. Numerous educational institutions are expanding their international mobility initiatives, yet the participation of student teachers remains limited. Exploring alternative approaches, such as virtual exchanges (Garcés & O'Dowd, 2020) or online placements (Sepulveda-Escobar & Morrison, 2020), becomes imperative. This shift allows teacher education programs to cultivate global competence, equipping educators to tackle varied challenges across diverse contexts and scenarios.

As highlighted in Bedir's research (2017), the presence of inadequate curriculum

requirements and a heavy emphasis on test-based assessment hinders teachers from effectively implementing these skills, even when they possess a genuine interest and desire to integrate them into their teaching practices. It is evident that educators, teachers, and policymakers must acknowledge the critical need for professional development and adaptations to meet the demands of our time, as emphasized by Guoyuan et al. (2018).

Moreover, demographic variables such as gender, experience, educational background, and school level seem to have varying degrees of influence on the integration of global skills. For example, female teachers appear to be more inclined to emphasize creativity and critical thinking skills, highlighting the significance of recognizing individual teacher strengths and preferences (Silvermail et al., 2017). Recognizing that practical experience alone may not substantially influence the application of global skills highlights the critical role of continuous professional development for educators across various career stages (Ingersoll & Strong, 2011). Actively participating in ongoing training and educational opportunities becomes essential for teachers to remain updated on emerging pedagogical strategies and expertly incorporate global skills into their teaching methods (Parmigiani et al., 2022).

The study also reveals differences in the perception of global skill integration between the curriculum, class materials, and official English books. While the curriculum appears to moderately cover skills like communication and collaboration, there is room for improvement, especially in terms of emotional self-regulation and wellbeing and intercultural competence and citizenship. This suggests that curriculum designers need to be more deliberate in aligning curriculum objectives with the development of global skills (Deardorff, 2006). Additionally, class materials and English books, which teachers often rely on, may require revision to more clearly reflect the emphasis on global skills.

To sum up, this study underscores the dedication of EFL teachers to incorporating global skills while also acknowledging the hurdles they encounter in fostering and assessing these skills effectively. The results stress the significance of ongoing professional development, personalized support for skills enhancement, and match the curriculum to enhance global effectiveness in EFL classrooms. As educators and policymakers increasingly realize the pivotal role of global skills in education, it is crucial to prioritize initiatives that tackle these challenges and promote global competence.

6.2.Implications

Centered on the research findings, this study offers several recommendations for consideration. The exploration of EFL teachers' practices and perceptions regarding global skills suggests the importance of collaborative efforts to improve the incorporation of these skills in EFL classrooms. These recommendations can serve as valuable guidance for educational institutions, policymakers, and researchers as they work towards equipping students for progress in a globalized world.

The findings indicate that there is variability in how EFL teachers practice and perceive global skills. To standardize and enhance the integration of global skills, teacher training and professional development programs should be considered. These programs can focus on improving teachers' knowledge, competencies, and confidence in integrating global skills effectively. Many teachers feel that the current EFL curriculum does not adequately cover certain global skills, highlighting the need for a curriculum overhaul. Collaborative efforts between educational authorities and curriculum developers are crucial to align curriculum goals with the development of global skills. This may entail revising existing curricula and crafting additional materials to better incorporate global skills.

Given the diverse access levels to materials among EFL teachers, there is an opportunity to create targeted resources to promote the teaching of global skills. This could involve developing lesson plans, teaching guides, and supplementary materials tailored to facilitate the seamless integration of global skills into EFL classrooms.

The study highlights that collaboration and communication skills are relatively well-covered. To build on this, teachers can be encouraged to promote collaboration and intercultural exchanges between students. This can be achieved through joint projects, discussions, and partnerships with schools from different cultural backgrounds. Erasmus+ projects seem to be a good option for this purpose. These projects will help so much to develop intercultural competence as well. For this reason, these projects should be encouraged, made easier and open to all schools.

Given the findings indicating teachers' lower confidence in assessing certain global skills, there is a clear need for developing precise assessment methods for these skills. Collaborative efforts between schools and educational authorities are essential to create assessment tools that align with the development of global skills. Additionally, providing training to teachers on effective assessment methods is crucial for successful implementation.

Together with the study's conclusion, teachers and researchers can actively advocate

for educational policies that prioritize the integration of global skills in EFL classrooms. This advocacy may involve collaborating with educational authorities to revise policies, standards, and assessments to better reflect the significance of global skills in the 21st century.

6.3.Recommendations for Further Studies

This research was conducted with 163 male and female English language teachers from elementary, secondary and high school levels in Tokat city center. Similar research can be conducted on the same topic with teachers across the country. Apart from this, researchers can also address this issue from the different aspects.

- It would be beneficial to conduct long-term studies to observe the lasting effects of incorporating global skills into EFL classrooms. This could mean tracking students over time who have experienced global skills education to understand how it influences their academic and career achievements in the future.
- Exploring the differences in EFL teachers' practices and perceptions of global skills in different cultural and educational contexts can be useful. Comparative studies can provide insights into the impact of cultural factors on global skills integration.
- Conducting a comparative study by creating two different groups in which global skills are integrated into the English course content and the normal curriculum is taught seems another area to be investigated. Together with this, the impact of global skills integration on students' academic performance, cognitive development, and socio-emotional growth can also be investigated by assessing whether students exposed to global skills education exhibit skills improved learning outcomes and how these contribute to their personal development different from the other group.
- Researchers can also examine the university English language teaching programs. Conducting content evaluation of pre-service teachers of these programs on teaching global skills can be done. This also can be applied by examining the effectiveness skills of teacher training programs focused on global integration. Research could evaluate the impact of specific training modules, workshops, or courses on teachers' competencies and confidence in integrating global skills into their classrooms.
- Researchers can conduct in-depth policy analysis to understand the impact of educational policies and regulations on the integration of global skills in EFL education. Research can also assess the alignment of policies with the goals of global skills education.

REFERENCES

- Alfaki, I. (2014). Professional Development in English Language Teaching: A Teachers'View. *British Journal of Education*, 2(7).
- Aljughaiman, A., & Mowrer-Reynolds, E. (2005). Teachers' beliefs and practices in teaching English as a foreign language in Saudi Arabia. *Educational Research*, 47(4), 429-442.
- Altan, M. Z. (2017). Globalization, English Language Teaching and Türkiye. *Online Submission*, 5(4), 764-776.
- Álvarez Valencia, J. A., & Michelson, K. (2022). A design perspective on intercultural communication in second/foreign language education. *Journal of International and Intercultural Communication*, 16(4), 399-418. <https://doi.org/10.1080/17513057.2022.2066152>
- Amerstorfer, C. M. (2020). Problem-based learning for preservice teachers of English as a foreign language. *Colloquium New Philologies*, 5(1), 75–90. <https://doi.org/10.23963/cnp.2020.5.1.4>
- Amerstorfer, C. M. (2021). Developing global skills through problem-based learning in foreign language teacher education. In *Training social actors in ELT* (1st ed., pp. 117-140). Akademisyen Kitabevi.
- Anagün, Ş. S., Atalay, N., Kılıç, Z., ve Yaşar, S. (2016). Öğretmen adaylarının yönelik 21. yy. becerileri yeterlilik algıları ölçeğinin geliştirilmesi: geçerlik ve güvenirlik çalışması. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 40, 160-175.
- Ananiadou, K., & Claro, M. (2009). 21st Century Skills and Competences for New Millennium Learners in OECD Countries. OECD Education Working Papers, No. 41. Paris: OECD Publishing
- Arikan, A. (2009). “Environmental Peace Education in Foreign Language Learners’ English Grammar Lessons.” *Journal of Peace Education* 6 (1): 87–99. doi:10.1080/17400200802655064.
- Atay, D., Kurt, G., Çamlıbel, Z., Ersin, P., & Kaslıoğlu, Ö. (2009). The Role of Intercultural Competence in Foreign Language Teaching. *Inonu University Journal of the Faculty of Education*, 10(3), 123-135. <https://dergipark.org.tr/en/download/article-file/92286>
- Badger, R. (2018). *Teaching and learning the English language: A problem-solving approach*. London: Bloomsbury.

- Battle for Kids (2019). Framework for 21st century learning: A unified vision for learning ensure student success in a world where change is constant and learning never stops. Retrieved from http://static.battelleforkids.org/documents/p21/P21_Framework_Brief.pdf
- Baylor, A. L., & Ritchie, D. (2002). What factors facilitate teacher skill, teacher morale, and perceived student learning in technology-using classrooms? *Computers & Education*, 39(4), 395-414.
- Beck, U. (2000). *What is Globalisation*. Cambridge: Polity Press.
- Bedir H., (2017). English Language Teachers' Beliefs on 21st Century Learning and Innovations
- Bedir, H. (2019). Developing a framework for the integration of 21st century learning and innovation skills into pre-service ELT teachers' practicum. *International Online Journal of Education and Teaching (IOJET)*, 6(4). 828-843
- Bennett, M. J. (2008). Transformative education: Designing programs for cultural learning. In: L.Vande Creek, & S. McMinn (Eds.), *The transformative power of multiculturalism* (pp. 289-328). Oxford University Press.
- Bennett, M. J. (2020). A constructivist approach to assessing intercultural communication competence. *The Cambridge Handbook of Intercultural Communication*, 521-535. <https://doi.org/10.1017/9781108555067.038>
- Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., Miller-Ricci, M., & Rumble, M. (2012). *Defining Twenty-First Century Skills*. In P. Griffin, B. McGaw, & E. Care (Eds.), *Assessment and Teaching of 21st Century Skills*. (pp. 17-66). Dordrecht: Springer. http://dx.doi.org/10.1007/978-94-007-2324-5_2
- Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals*. David McKay Company.
- Boahin, P. & Hofman, A. (2013). A Disciplinary Perspective of Competency-Based Training on the Acquisition of Employability Skills. *Journal of Vocational Education and Training*, 65, 385-401.
- Bond, M., & Bedenlier, S. (2019). Facilitating student engagement through educational technology: towards a conceptual framework. *Journal of Interactive Media in Education*, 2019(1). <https://doi.org/10.5334/jime.528>
- Bourn, D. (2015). *The Theory and Practice of Development Education*. Abingdon: Routledge.
- Bourn, D. (2018a). *Understanding global skills for 21st century professions*. Springer.

- Bourn D. (2018b). From 21st Century Skills to Global Skills. In: Understanding Global Skills for 21st Century Professions. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-97655-6_4
- Bourn, D. (2020). Global and development education and global skills. *Educar*, 56(2), 279-295. <https://doi.org/10.5565/rev/educar.1143>
- Bouzid, H. (2016). Boosting 21st Century Skills through Moroccan ELT Textbooks. *Journal of English Language Teaching and Linguistics*, 1(2). doi:10.21462/jeltl.v1i2.24
- Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). Emotion regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychology in the Schools*, 47(4), 406-417.
- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, 5(1), 88-103.
- Brookfield, S. D., & Preskill, S. (2016). *The Discussion Book: Fifty Great Ways to Get People Talking*. John Wiley & Sons.
- Brown, G., & Yule, G. (1983). *Discourse analysis*. Cambridge: Cambridge University Press.
- Büyüköztürk, Ş., KılıçÇakmak, E., Akgün, Ö. E., Karadeniz, Ş. ve Demirel, F. (2019). *Eğitimde bilimsel araştırmaya yöntemleri* (27. b.). Ankara: Pegem Akademi.
- Byram, M. (2013). Foreign language teaching and intercultural citizenship. *Iranian Journal of Language Teaching Research*, 1(3).
- Byram, M., Holmes, P., & Savvides, N. (2013). Intercultural communicative competence in foreign language education: Questions of theory, practice and research. *The Language Learning Journal*, 41(3), 251-253. <https://doi.org/10.1080/09571736.2013.836343>
- Byram, M., & Wagner, M. (2018). Making a difference: Language teaching for intercultural and international dialogue. *Foreign Language Annals*, 51(1), 140-151. <https://doi.org/10.1111/flan.12319>
- Byram, M. (2020). *Teaching and assessing intercultural communicative competence: Revisited*. Multilingual Matters.
- Cates, K. A. (2009). Teaching for a better world: Global issues and language education, *Human Rights Education in Asian Schools*, 5, 41-52.
- Cates, K. (1990). Teaching for a better world: Global issues and language education. *The Language Teacher*, 14(5), 3-5.
- Cates, K. (2000). Entry for 'Global Education', in M. Byram (Ed.) *Routledge Encyclopedia of*

- Language Teaching and Learning. London: Routledge,
- Cemaloğlu, N. (2009). Veritoplamateknikleri: Nicel- Nitel. A. Tanrıöğen (Ed.). *Bilimsel araştırmayöntemleri* içinde (s.133-164). Ankara: Anı.
- CFE (2014). *Research and Analysis of the Benefits of International Education Opportunities*. Leicester: CFE Research for the British Council.
- Chen, W. Y. (2005). Analysis of Teachers' Textbook Literacy and Its Promotion. *Journal of Elementary Education* 20: 67–88. doi:10.1080/02188791.2014.959469.
- CLCF Introduction (2020). Cambridge Life Competencies Framework: Introduction Introductory guide for teachers and educational managers. Retrieved from https://issuu.com/cambridgeupelt/docs/cambridgelifecompetencies_introductionbook
- Cobb, D. J., & Couch, D. (2018). Teacher education for an uncertain future: Implications of PISA's global competence. *Teacher Education In and For Uncertain Times*, 35-47. https://doi.org/10.1007/978-981-10-8648-9_3
- Cohen, B.P. & Cohen, E.G. (1991). From groupwork among children to R & D teams: interdependence, interaction and productivity, In Lawler, E.J., Markovsky, B., Ridgeway, C. & Walker, H. (Eds.), *Advances in Group Processes* (pp205-226). Greenwich, Connecticut; USA: JAI Publishing.
- Coplan, R. J., Bowker, J. C., & Nelson, L. J. (Eds.). (2021). *The handbook of solitude: Psychological perspectives on social isolation, social withdrawal, and being alone*.
- Craft, A. (2003). The Limits to Creativity in Education: Dilemmas for the Educator. *British Educational Research Journal*, 29(6), 781-793.
- Craft, A. (2011). *Creativity and education futures: Learning in a digital age*. Trentham Books. Sons.
- Cummins, J. (1998). Immersion education for the millennium: What have we learned from 30 years of research on second language immersion? In M.R. Childs & R.M. Bostwick (Eds.), *Learning through two languages: Research and practice*. (pp. 34-47). KatohGakuen, Japan.
- Dalton-Puffer, C. (2011). Content-and-Language integrated learning: From practice to principles? *Annual Review of Applied Linguistics*, 31, 182-204. <https://doi.org/10.1017/s0267190511000092>
- Daniel, E. (2016). The Usefulness of Qualitative and Quantitative Approaches and Methods in Researching Problem-Solving Ability in Science Education Curriculum. *Journal of Education and Practice*, [online] 7(15). Available at: <https://files.eric.ed.gov/fulltext/EJ1103224.pdf> [Accessed 11 Jan. 2020].

- Deardorff, D. K. (2006). Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization. *Journal of Studies in International Education*, 10(3), 241-266.
- Deardorff, D. K. (2009). *The SAGE Handbook of Intercultural Competence*. SAGE Publications.
- DeJaeghere, J., & Baxter, P. (2014). *Education and international development: Theory, practice and issues*. Routledge.
- DfES (2000, 2005 2nd edition). *Developing a Global Dimension to the School Curriculum*. London: DfES.
- Dias-Lacy, S. L., & Guirguis, R. V. (2017). Challenges for new teachers and ways of coping with them. *Journal of Education and Learning*, 6(3), 265. <https://doi.org/10.5539/jel.v6n3p265>
- Díaz-Pérez, F.J. (2013). Introduction to Global Issues in the Teaching of Language, Literature and Linguistics. In Díaz-Pérez, F.J., BelénDíez-Bedmar, M., García Ramírez, P. & Rascón-Moreno, D. (Eds.), *Global Issues in the Teaching of Language, Literature and Linguistics* (pp. 7-14). Bern: Peter Lang AG.
- Djebbari, H., & Djebbari, Z. (2021). E-Partnership for 21st Century Skills: Launching Global Awareness in Language Learning.
- Doğanay, A., & Ünal, F. (2006). Eleştireldüşünmeninöğretimi. In A. Şimşek (Ed.). *İçerik türlerinedayalıöğretim*. Nobel YayınDağıtım.
- Dooly, M. (2020). Virtual exchange in teacher education: Is there an impact in teacher practice? *Virtual exchange and 21st century teacher education: short papers from the 2019 EVALUATE conference*, 101-113. <https://doi.org/10.14705/rpnet.2020.46.1136>
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta Analysis of School Based Universal Interventions. *Child Development*, 82(1), 405-432.
- Durnali, M., Orakci, Ş., & Khalili, T. (2023). Fostering creative thinking skills to burst the effect of emotional intelligence on entrepreneurial skills. *Thinking Skills and Creativity*, 47, 101200. <https://doi.org/10.1016/j.tsc.2022.101200>
- Ennis, R. H. (2011). The nature of critical thinking: An outline of critical thinking dispositions and abilities. In *Inquiry: Critical Thinking Across the Disciplines*.

- Erfani, S. M. (2012). The rationale for introducing “global issues” in English textbook development. *Theory and Practice in Language Studies*, 2(11), 2412-2416.
- Eryılmaz, S. & Uluyol, Ç. (2015). 21.yy becerileri ışığında FATİH projesideğerlendirmesi. *Gazi Üniversitesi Eğitim Fakültesi Dergisi*, 35(2), 209-229.
- Facione, P. A. (2015). *Critical thinking: What it is and why it counts*. Measured Reasons and the California Academic Press.
- Fadel, C. (2015). *Four-Dimensional Education: The Competencies Learners Need to Succeed*. Center for Curriculum Redesign.
- Fantini, A. E. (2009). Assessing intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 456-476). Sage Publications.
- Fantini, A. E. (2018). Assessing intercultural communicative competence. *Intercultural Communicative Competence in Educational Exchange*, 46-62. <https://doi.org/10.4324/9781351251747-3>
- Fatimah, A., & Santiana, S. (2017). Teaching in 21st Century: Students-teachers' Perceptions of Technology Use in the Classroom. *Script Journal: Journal of Linguistic And English Teaching*, 2(2), 125. doi: 10.24903/sj.v2i2.132
- Ferris, D. (2018). *Peer Response in Second Language Writing Classrooms*. University of Michigan Press.
- Fisher, A. (2001). *Critical Thinking: an Introduction*. Cambridge University Press.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education. (8th ed.)*. New York: McGraw-Hill.
- Friedman, T. L. (2005). *The world is flat: A brief history of the twenty-first century*. Macmillan.
- Furco, A. (2002). Issues of definition and program diversity in the study of service-learning. In A. S. Waterman (Ed.), *Service-learning: Applications from the research* (pp. 29-47). Erlbaum.
- Garcés, P., & O'Dowd, R. (2020). Upscaling virtual exchange in University education: Moving from innovative classroom practice to regional governmental policy. *Journal of Studies in International Education*, 25(3), 283-300. <https://doi.org/10.1177/1028315320932323>
- García-Herreros Machado, C. A. (2018). The road to bilingualism - Success cases. *Latin American Journal of Content & Language Integrated Learning*, 10(2), 297-308. <https://doi.org/10.5294/laclil.2017.10.2.6>
- Gelen, İ. (2017). P21-Program ve öğretimde 21.yy beceri çerçeveleri (ABD uygulamaları).

- DisiplinlerarasıEğitimAraştırmalarıDergisi*, 1(2), 15-29.
- Gkonou, C., & Mercer, S. (2017). *Understanding emotional and social intelligence among English language teachers*. London: British Council.
- Goo, S. K. (2015). The skills Americans say kids need to succeed in life. Retrieved from: <http://www.pewresearch.org/fact-tank/2015/02/19/skills-for-success/> on September 27, 2018.
- Goksun, D. O. (2016).*Öğretmenadaylarının 21.yy öğrenenbecerilerive 21.yy öğreten becerileriarasındakiilişki*.Yayınlanmamışdokoratezi. Eskişehir: Anadolu ÜniversitesiEğitimBilimleriEnstitüsü.
- Gorman, M. (2019). Collaboration: Facilitating and Assessing 21st Century Skills in Education. *21st Century Educational Technology and Learning*. Retrieved from: [https://21centuryedtech.wordpress.com/2019/11/08/collaboration-facilitating-andassessing-the-21st century-skills-in-education/](https://21centuryedtech.wordpress.com/2019/11/08/collaboration-facilitating-andassessing-the-21st-century-skills-in-education/)
- Gürültü, E., Aslan, M. veAlcı, B. (2018). İlköğretimöğretmenlerinin yeterliklerinin21.yüzyıl becerileriniışığındaincelenmesi. *AkademikSosyalAraştırmalarDergisi*. 6(71), 543 560.
- Grad, J. M., & Van der Zande, I. S. (2022). Cultivating global citizenship through higher education: A reflection on the development from civic to global engagement. *Education Sciences*, 12(11), 766. <https://doi.org/10.3390/educsci12110766>
- Graig, J. (2013). Integrating writing strategies in EFL/ESL university context: A writing across-the-curriculum approach. New York: Routledge.
- Grant, G. E. (1988). *Teaching Critical Thinking*. New York: Praeger Publishers.
- Gray, J. (2002). The Global Coursebook in English Language Teaching. In D. Block and D. Cameron (Eds.), *Globalization and Language Teaching*. London: Routledge. Pp 151-167.
- Gray, J. (2010). *The Construction of English: Culture, Consumerism and Promotion in the ELT Global Coursebook*. London: Palgrave Macmillan.
- Gray, J. (2013). *Critical Perspectives on Language Teaching Materials*. Basingstoke, England: Palgrave Macmillan.
- Guoyuan, S., Liang, J., Chai, C., Dong, Y., & Tsai, C. (2018). Teachers' actual and preferred perceptions of twenty-first century learning competencies: a Chinese perspective. *Asia Pacific Education Review*. 19. 10.1007/s12564-018-9522-0.
- Halpern, D. F. (2014). Thought and knowledge: An introduction to critical thinking. Psychology Press.

- Hammad, E. A. (2020). The impact of oral presentations on Al-Aqsa University EFL students' speaking performance, speaking anxiety and achievement in ELT Methodology. *Journal of Second and Multiple Language Acquisition – JSMULA*, 8(1), 1-27.
- Harmer, J. (2015). *The practice of English language teaching* (5th edition). Harlow: Pearson Education.
- Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality, and student achievement. *Journal of Public Economics*, 95(7-8), 798-812.
- Harrison, D. (2008). *Oxfam and the Rise of Development Education in England from 1959 to 1979*. Unpublished PhD, London, Institute of Education.
- Hartmeyer, H. (2008). *Experiencing the World Global Learning in Austria: Developing, Reaching Out, Crossing Borders*. Munster: Waxmann.
- Hartmeyer, H. & Wegimont, L. (eds.) (2016). *Global Education in Europe Revisited-Strategies and Structures, Policy, Practice and Challenges*. Munster: Waxmann.
- Heggernes, S. L. (2021). A critical review of the role of texts in fostering intercultural communicative competence in the English language classroom. *Educational Research Review*, 33, 100390. <https://doi.org/10.1016/j.edurev.2021.100390>
- Heir, J. F., Black, W. C., Babin, B. J., Anderson, R. E. & Tatham, R. L. (2013). *Multivariate data analysis*. Pearson Education Limited
- Hobbs, R. (2010). Digital and media literacy: A plan of action. The Aspen Institute. Retrieved from <https://files.eric.ed.gov/fulltext/ED536086.pdf>
- Hosack, I. (2011). Foreign language teaching for global citizenship. *Policy Science*, 18(3), 125-140.
- Huberman, M. (1989). The professional life cycle of teachers. *Teachers College Record*, 91(1), 31-57.
- Husbye, N. E., Rust, J., Buchholz, B. A., Wessel Powell, C., & Vander Zanden, S. (2021). Critical thinking, critical doing. *Research Anthology on Developing Critical Thinking Skills in Students*, 1136-1156. <https://doi.org/10.4018/978-1-7998-3022-1.ch059>
- IOWA, (2007). *K-12 21st century skills*. Retrieved from: [https://iowacore.gov/standards/21st century-skills/k-1-2-3-4-5-6-7-8-9-10-11-12/21st century-skills](https://iowacore.gov/standards/21st-century-skills/k-1-2-3-4-5-6-7-8-9-10-11-12/21st-century-skills).
- Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233.
- IPPR (2017). *Skills 2030*. London: Institute for Public Policy Research.

- İşeri, A. (2020). Global Skills and Its Reflection in Textbooks. *Turkish Journal of Educational Sciences*, 18(1), 296-325. <https://doi.org/10.37217/tebd.686477>
- Jacobs, G. & Cates, K. (1999). Global education in second language teaching. *Kata : a Biannual Publication on the Study of Language and Literature*. 1. 10.9744/kata.1.1.44-56.
- Jacobson-Lundeberg, V. (2016). Pedagogical implementation of 21st century skills. *Educational Leadership and Administration: Teaching and Program Development*, 27, 82–100. <https://www.eric.ed.gov/?id=EJ1094407>
- Jackson, A., & Viana, E. (2012). Educating for Global Competence: Preparing Our Youth to Engage the World. Asia Society.
- Johnson, R. T. & Johnson, D. W. (1985). Relationships Between Black and White Students in Johnson, D. W. & Johnson, F. P. (2018). Joining together: Group theory and group skills. Pearson.
- Kahne, J., & Middaugh, E. (2008). Democracy for some: The civic opportunity gap in high school. Circle Working Paper.
- Karakoyun, F. (2014). *Çevrimiçi ortamda oluşturulan dijital öyküleme etkinliklerine ilişkin öğretmen adayları ve ilköğretim öğrencilerinin görüşlerinin incelenmesi*. Yayınlanmamış doktora tezi. Eskişehir: Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü.
- Karakuş, M. (2011). Eğitim ve Yaratıcılık. *Eğitim ve Bilim Dergisi*, 26(119), 3-7.
- Katz, R. I. & Macklin, S. A. (2007). Information and communication technology (ICT) literacy: integration and assessment in higher education. *Systemics, Cybernetics and Informatics*, 5(4), 50-55.
- Kerlinger, F. N. (1973). *Review of research in education*. F. E. Peacock
- Kienzler, M., Jantos, A., & Langesee, L. (2023). 21st century skills in higher education - An empirical analysis of current challenges and potentials at a University of excellence. *INTED2023 Proceedings*. <https://doi.org/10.21125/inted.2023.0438>
- King, M. M. (2012). *Twenty first century teaching and learning: Are teachers prepared?* (Doctoral dissertation). College of Saint Elizabeth, U.S.
- Kirkgöz, Y. (2009). Globalization and English Language Policy in Türkiye. *Educational Policy* 23 (5): 663–684. doi:10.1177/2F0895904808316319.
- Kivunja, C. (2015). Teaching students to learn and to work well with 21st century skills: Unpacking the career and life skills domain of the new learning paradigm. *International Journal of Higher Education*, 4(1), 1-11.

- Knip, W. (1985). *A Critical Review of the Short History of Global Education*. New York: American Forum for Global Education
- Kohler, M. (2020). *Developing intercultural language learning*. Springer Nature.
- Kraemer, K. L. (1991). Introduction. Paper presented at The Information Systems Research Challenge: Survey Research Methods.
- Kramsch, C. (1993). Foreign languages for a global age.*adfl*, 5-12.<https://doi.org/10.1632/adfl.25.1.5>
- Kramsch, C. (2013). Culture in foreign language teaching. *Iranian Journal of Language Teaching Research*, 1(1), 57-58. Foreign languages for a global age.*adfl*, 5-12.<https://doi.org/10.1632/adfl.25.1.5>
- Kruger, F. (2012). The Role of TESOL in Educating for Peace. *Journal of Peace Education* 9 (1): 17–30. doi:10.1080/17400201.2011.623769.
- Kumaravadivelu, B. (2003). The postmethod condition:(E) merging strategies for second/foreign language teaching. *TESOL quarterly*, 28(1), 27-48.
- Kurt, Ş. (2010). *Üniversiteöğrencilerinin sosyal becerileri geliştirmelerinde dağcılık eğitiminin etkisi*. (Yüksek Lisans Tezi). Retrived from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Kurtz, J. (2015). Fostering and building upon oral creativity in the EFL classroom. *Creativity in the English language classroom*, 73.
- Lambert, D. & Morgan, A. (2010). *Teaching Geography*, 11-18. Oxford: Oxford University Press.
- Louis, R. C. (2012). *A case study exploring technology integration and incorporation of 21st century skills in elementary classrooms* (Master Thesis). College of Professional Studies Northeastern University Boston, Massachusetts
- Lütge, C., Merse, T., & Rauschert, P. (2022). *Global citizenship in foreign language education: Concepts, practices, connections*. Taylor & Francis.
- Mahmud, M. (2010). Language and gender in English language teaching. *TEFLIN journal*, 21(2), 172.
- Marsh, D. (2002). *CLIL/EMILE: The European Dimension-Actions, Trends and Foresight Potential*. Retrieved from https://jyx.jyu.fi/bitstream/handle/123456789/47616/1/david_marshall-report.pdf
- Marjan, L., Mozghan, L., & Zhina, Kermanshahi. (2012). 21.Yüzyıl Öğrenimi; İşbirliği İçinde Öğrenme. *Procedia – Sosyal ve Davranış Bilimleri*. 47. 1696-1701. 10.1016/j.sbspro.2012.06.885.
- Martin, A. (2018a). Teaching in a Digital Age. Retrieved from

- <https://pressbooks.bccampus.ca/teachinginadigitalagev2/>
- Martin, A. (2018b). Digital Literacy and the "Digital Society". *Teaching in a Digital Age*, 144-172.
2. Ng, W. (2012). Can we teach digital natives digital literacy? *Computers & Education*, 59(3), 1065-1078.
- Martin, J.P. (2018c). Skills for the 21st Century: Funding and Policy lessons from the OECD Survey of Adult Skills. *OECD Education Working Papers no.166*. Paris: OECD
- McMahon, J. and Crump, P. (2011). Preparing Learners for the 21st Century [Webinar]. Retrieved from: https://www.cambridgeenglish.org/teaching-english/resourcesfor teachers/webinars/general/preparing-learners-for-the-21st century/13-and-15 june2016/
- McTighe, J., & O'Connor, K. (2005). Seven practices for effective learning. *Educational Leadership*, 63(3), 10-17.
- Mehisto, P. (2008). CLIL Counterweights: Recognizing and Decreasing Disjuncture in CLIL, *International CLIL Research Journal* 1(1), 96-117.
- Mehisto, P. (2012). Criteria for producing CLIL learning material. *Encuentro*, 21, 15–33.
- Mercer, S., Gregersen, T., MacIntyre, P., & Talbot, K. (2019). Positive language education: Combining positive education and language education. *TAPLSA*, 4(2), 11–31.
- Mercer, S., & Dörnyei, Z. (2020). Engaging language learners in contemporary classrooms. <https://doi.org/10.1017/9781009024563>
- Ministry of Education (MoNE). (2018). *English language teaching program*. Ankara- MoNE
- Minoia, M. (2019). Intercultural competence in the language classroom. *Professional competencies in language learning and teaching*, (2019).
- Mogea, T. (2022). Students' critical Thinking Ability in English Teaching and Learning. *Jurnal Pendidikan Sastra Inggris*, 2(3), 157-171.
- Moore, K. D. (2001). *Classroom Teaching Skills*. Boston: McGraw-Hill.
- Muho, A., & Taraj, G. (2022). Impact of formative assessment practices on student motivation for learning the English language. *International Journal of Education and Practice*, 10(1), 25-41. <https://doi.org/10.18488/61.v10i1.2842>
- Murat, A. (2018). *Fen bilgisi öğretmen adaylarının 21. yüzyıl becerileri yeterlik algıları ile STEM'e yöneliktutumlarının incelenmesi*. (Yüksek Lisans Tezi). <https://tez.yok.gov.tr/UlusalTezMerkezi/veritabanındanerişildi>.
- Nadia, A. (2020). Global Issues in EFL textbooks for Tunisian Secondary school students. (2012). *Department of English, FLSH Sfax*.
- Nagy, G. (2018). Towards intercultural competence: models and frameworks for developing

- ESOL learners' intercultural competence in Ireland. *International Online Journal of Education and Teaching (IOJET)*, 5(3), 649-660.
<http://iojet.org/index.php/IOJET/article/view/453/259>
- Ng, W. (2012). Can we teach digital natives digital literacy? *Computers & Education*, 59(3), 1065–1078. <https://doi.org/10.1016/j.compedu.2012.04.016>
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly*, 37(4), 589.
<https://doi.org/10.2307/3588214>
- OECD (2011). *Towards an OECD Skills Strategy*. Paris: OECD.
- OECD (2015). *Skills for Social Progress, the Power of Social and Emotional Skills*. Paris: OECD.
- OECD (2016). *Getting Skills Right: Assessing and Anticipating Changing Skill Needs*. Paris: OECD.
- OECD (2017). *PISA 2015 results (Volume III) students' well-being: Students' well-being*. OECD Publishing.
- OECD (2017). *PISA 2015 results (Volume III): Students' well-being*. Retrieved from <http://www.oecd.org/pisa/publications/pisa-2015-results> volume- iii 9789264273856 en.htm
- OECD (2018). The future of education and skills: Education 2030. Organization for Economic Cooperation and Development.
- OECD (2018). Preparing for the Future of Work. Retrieved from <https://www.oecd.org/employment/skills-outlook-2019-9789264313835-en.htm>
- OECD (2018a). *About PISA*. Retrieved from <http://www.oecd.org/pisa/>
- OECD (2018b). *Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework*. Retrieved from www.oecd.org/pisa/Preparingyouth-inclusive-sustainable-world.pdf
- OECD (2019). *21st century children*. Retrieved from <http://www.oecd.org/education/cei/21st century-children.htm>
- OECD (2019). *Framework for the assessment of creative thinking in PISA 2021* (third draft). April 2019. Retrieved from <http://www.oecd.org/pisa>
- OECD (2019). *Assessment for Global Competence: A Framework for Learning*. Organization for Economic Co-operation and Development.
- OECD (n.d.). *OECD Future of education and skills 2030*. Retrieved from <http://www.oecd.org/education/2030-project/>

- Oxford University Press (n.d.). Global skills: Creating empowered 21st century Citizens.
Retrieved from <https://elt.oup.com/feature/global/expert/global-skills?cc=tr&sellLanguage=en>
- Ozden, Y. (2014). *ÖğrenmeveÖğretme*. Ankara: PegemAkademi.
- Paalisbo, M. A. C. (2017). Learning to Teach. *St. Theresa Journal of Humanities and Social Sciences*, 3(2).
- Panel, I. L. (2002). *Digital transformation: a framework for ICT literacy*. Educational Testing Service.
- Partnership for 21st Century Skills (P21).(2007). Framework for 21st century learning. Retrieved from <http://www.p21.org/our-work/p21-framework>
- Parmigiani, D., Jones, S., Kunnari, I., & Nicchia, E. (2022). Global competence and teacher education programmes. A European perspective. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186x.2021.2022996>
- Paul, R., & Elder, L. (2006). Critical thinking: The nature of critical and creative thought. *Journal of Developmental Education*.
- Paul, R. & Elder.L. (2009). *The Miniature Guide to Critical Thinking Concepts and Tools*, 5th Ed. Foundation for Critical Thinking, Dillon Beach, CA
- Pekrun, R., Lichtenfeld, S., Marsh, H. W., Murayama, K., & Goetz, T. (2017). Achievement emotions and academic performance: Longitudinal models of domain-specific emotions. *Journal of Educational Psychology*, 109(5), 695-713.
- Pemberton, R., Li, E., Or, W., & Pierson, H. (1996). *Taking control: Autonomy in Language Learning*. Hong Kong: Hong Kong University Press.
- Pellegrino, J. W., Chudowsky, N., & Glaser, R. (Eds.). (2001). *Knowing what students know: The science and design of educational assessment*. National Academies Press.
- Pellegrino, J. W., & Hilton, M. L. (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. National Academies Press.
- Perkins, D. N., Jay, E., & Tishman, S. (1993). Beyond abilities: A dispositional theory of thinking. *Merrill-Palmer Quarterly*, 39(1), 1-21.
- Petek, E. (2018). Critical Thinking as a Nourishing Interface to EFL Context in Higher Education. *International Education Studies*, 11(5), 1-13.
- Petersen, A. & Warwick, P. (2015). *Global Learning and Education*. Abingdon: Routledge.
- Pratama, H., & Yuliati. (2016). Global Education in English Classroom: Integrating Global Issues into English Language Teaching. *International Journal of Social Science and Humanity*, 6(9).
- Pike, G. & Selby, D. (1988). *Global Teacher, Global Learner*. Sevenoaks: Hodder &

Stoughton.

- Podolsky, A., Kini, T., & Darling-Hammond, L. (2019). Does teaching experience increase teacher effectiveness? A review of US research. *Journal of Professional Capital and Community*, 4(4), 286-308.
- Pokrivčáková, S., & Fakulta, M. U. (2010). *Modernization of teaching foreign languages: CLIL, inclusive and intercultural education*.
- Porter, A., Graham, S., Myles, F., & Holmes, B. (2022). Creativity, challenge and culture in the languages classroom: A response to the Ofsted curriculum research review. *The Language Learning Journal*, 50(2), 208-217. <https://doi.org/10.1080/09571736.2022.2046358>
- P21 Partnership for 21st Century Learning.(2007). Framework for 21st Century Learning. Retrieved from <https://www.p21.org/our-work/p21-framework>
- Rascón-Moreno, D. (2013). Combining Global Issues and English Teaching. In Díaz-Pérez, F.J., BelénDíez-Bedmar, M., García-Ramírez, P., & Rascón-Moreno, D. (Eds.), *Global Issues in the Teaching of Language, Literature and Linguistics* (pp. 15-38). Bern: Peter Lang AG.
- Ramzan, M., Javaid, Z. K., & Fatima, M. (2023). Empowering ESL Students: Harnessing the Potential of Social Media to Enhance Academic Motivation in Higher Education. *Global Digital & Print Media Review*, VI(II), 224-237. [https://doi.org/10.31703/gdpmr.2023\(VI-II\).15](https://doi.org/10.31703/gdpmr.2023(VI-II).15)
- Ravitz, J. (2014). A survey for measuring 21st century teaching and learning: West Virginia 21st Century Teaching and Learning Survey [WVDE-CIS 28]. *Department of Education, West Virginia*.
- Reimers, F., Chopra, V., Chung, C., & O'donnell, E. B. (2016). *Empowering global citizens: A world course*. Create space Independent Publishing Platform.
- Reimers, F. M., & Chung, C. K. (2019). *Teaching and learning for the twenty-first century: Educational goals, policies, and curricula from Six Nations*. Harvard Education Press.
- Resnick, L.B. (1987). *Education and Learning To Think* (p.20). Washington, DC, USA. National Academy Publishing.
- Richards, J. C. (2015). The changing face of language learning: Learning beyond the classroom. *RELC Journal*, 46(1), 5-22. <https://doi.org/10.1177/0033688214561621>
- Runco, M. A., & Jaeger, G. J. (2012). The standard definition of creativity. *Creativity Research Journal*, 24(1), 92-96. <https://doi.org/10.1080/10400419.2012.650092>
- Rusdin, N. M. (2018). Teachers' Readiness in Implementing 21st Century Learning.

- International Journal of Academic Research in Business and Social Sciences, 8, 1271-1284. <https://doi.org/10.6007/IJARBS/v8-i4/4270>
- Rychen, D.S., & Salganik, L.H. (Eds.). (2003). *Key Competencies for a successful life and well-functioning society*. Ashland: Hogrefe & Huber Publishers.
- Qu, W. & Purvis, K. (2018). Bridging the gap between the classroom and the real world. 10.4324/9781315618128-7.
- Salı, P., and E. Gürsoy. (2014). "Evaluation of A Language Course within the Framework of Socially Responsible Teaching." *ELT Research Journal* 3 (3): 140–152. Retrieved from: <https://dergipark.org.tr/en/download/article-file/63643>
- Saleh Mahdi, H., & Sa'ad Al-Dera, A. (2013). The impact of teachers' age, gender and experience on the use of information and communication technology in EFL teaching. *English Language Teaching*, 6(6). <https://doi.org/10.5539/elt.v6n6p57>
- Sarica, G. N., & Cavus, N. (2009). New trends in 21st century English learning. *Procedia – Social and Behavioral Sciences*, 1(1), 439-445. <https://doi.org/10.1016/j.sbspro.2009.01.079>
- Savić, V., & Miladinović, I. Ć. (2013). *Integrating culture and language teaching in TEYL*.
- Savicki, V. (Ed.). (2023). *Developing intercultural competence and transformation: Theory, research, and application in international education*. Taylor & Francis.
- Sawyer, R. K. (2012). *Explaining creativity: The science of human innovation*. Oxford University Press.
- Scott, C.L. (2015). *The Future of Learning 2: What Kind of Learning for the 21st*
- Schleicher, A. (2018). *World Class: How to Build a 21st Century School System*. OECD Publishing.
- Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching* (3rd edition). London: Macmillan Education.
- Sepulveda-Escobar, P., & Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: Challenges and opportunities. *European Journal of Teacher Education*, 43(4), 587-607. <https://doi.org/10.1080/02619768.2020.1820981>
- Shadiev, R., & Yang, M. (2020). Review of studies on technology-enhanced language learning and teaching. *Sustainability*, 12(2), 524. <https://doi.org/10.3390/su12020524>
- Silvernail, D. L., Small, J. L., & Jackson, C. N. (2017). Teachers' gender, experience, and expectations: Student-teacher relationship effects. *The Elementary School Journal*, 118(3), 391-416.

- Slatinská, A. (2020). Upon the plausibility of teaching English to toddlers and the need of global skills development in foreign language teaching programs. *Current Issues in Philology and Pedagogical Linguistics*, (2(2020)), 206-214. <https://doi.org/10.29025/2079-6021-2020-2-206-214>
- Slavin, R. E. (1980). Cooperative learning. *Journal of Review of Educational Research*. 50 (2), pp. 315-342.
- Sternberg, R. J. (2003). Wisdom, intelligence, and creativity synthesized. Cambridge University Press.
- Strakova, Z. (2020). Clil And Global Education: A Meaningful Match. Society. Integration. Education. Proceedings of the International Scientific Conference. 5. 546. 10.17770/sie2020vol5.4819.
- Stromquist, N. P., & Monkman, K. (2020). *Globalization and education: Integration and contestation across cultures*. R&L Education.
- Sukamolson, S., (2007). Fundamentals of quantitative research. Online Available at: Accessed 19 February 2022.
- Tarozzi, M. & Torres, C. (2016). *Global Citizenship Education and the Crises of Multiculturalism*. London: Bloomsbury.
- Tekin, T. (2016). *Communication in educational institutes; Metaphoric analysis at primary level*. (Master's Thesis, Avrasya Üniversitesi Sosyal Bilimler Enstitüsü). ASCD.
- Thao, L. T., Hai Yen, T. T., Anh Thi, N., Hoang Yen, P., Trut Thuy, P., Anh Thu, H. T., & Huong Tra, N. (2023). The impact of gender on English learning approaches for outgoing learners: Unveiling intriguing insights. *Cogent Arts & Humanities*, 10(2). <https://doi.org/10.1080/23311983.2023.2286737>
- Trilling, B., & Fadel, C. (2009). *21st century skills learning for life in our times*. San Francisco: Jossey-Bass.
- Trilling, B., & Fadel, C. (2012). *21st century skills: Learning for life in our times*. John Wiley & Sons.
- The National Standards Collaborative Board. (2015). *World-readiness standards for learning languages, fourth edition*. Alexandria, VA: Author.
- Thoman, E. (2003). Media literacy: A guided tour of the best resources for teaching. *The Clearing House*, 6(76), 278-283.
- Tondeur, J., van Braak, J., Sang, G., Voogt, J., Fisser, P., & Ottenbreit-Leftwich, A. (2012). Preparing pre-service teachers to integrate technology in education: A

synthesis of qualitative evidence.

- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143-179. <https://doi.org/10.1017/s0261444811000528>
- Tudor, I. (2001). The dynamics of the language classroom. Cambridge University Press.
- Computers & Education, 59(1), 134-144.
- TürkDilKurumu (TDK). (2022). *TürkDilKurumusözlükleri*. Nisan 26, 2022 tarihinde www.sozluk.gov.tr adresinden alındı
- Tye, K. (ed.) (1990). *Global Education: From Thought to Action*. Alexandria, Virginia: United Nations.
- (2015). *Transforming our world: The 2030 agenda for sustainable development*. Retrieved from <https://sustainabledevelopment.un.org/sdgs>
- UNESCO (2013). Global Citizenship Education: Preparing Learners for the Challenges of the 21st Century. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000217999>
- UNESCO (2014). Learning to live together: Education policies and realities in the Asia Pacific. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000227208>
- Yakovchuk, N. (2004). Global Issues and Values in Foreign Language Education: Selection and Awareness-Raising.
- Varela, J. (2018). Developing Emotional Intelligence in the Foreign Language Classroom. *Humanizing Language Teaching Magazine*, 20(2), 1-8.
- Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and Racial Studies*, 30(6), 1024–1054.
- Voogt, J., & Roblin, N. P. (2012). A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies. *Journal of Curriculum Studies*, 44(3), 299-321. <https://doi.org/10.1080/00220272.2012.668938>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wahyuddin, W., Ernawati, E., Satriani, S., & Nursakiah, N. (2022). The application of collaborative learning model to improve student's 4cs skills. *Anatolian Journal of Education*, 7(1), 93-102. <https://doi.org/10.29333/aje.2022.718a>
- Wagner, T. (2010). Even our “best” schools are failing to prepare students for 21st century careers and citizenship. *Educational Leadership*, 66(2), 20-25.
- Walker, A. (2008). Teacher training, teacher quality and student achievement. *Economics of Education Review*, 27(5), 483-503.
- Webb, N.M. (1980). An analysis of group interaction and mathematical errors in

- heterogeneous ability groups. *British Journal of Educational Psychology*.50 (3), pp.266-276.
- Westheimer, J., & Kahne, J. (2004). What Kind of Citizen? The Politics of Educating for Democracy. *American Educational Research Journal*, 41(2), 237-269.
- Wiek, A., Withycombe, L., & Redman, C.L. (2011). Key competencies in sustainability: a reference framework for academic program development. *Sustain Sci.*,6, 203-218. DOI: 10.1007/s11625-001-0132-6
- Wiliam, D. (2017). *Embedded formative assessment: (Strategies for classroom assessment that drives student engagement and learning)*. New Art and Science of Teaching.
- World Economic Forum. (2020). The future of jobs report 2020. Retrieved from <https://www.weforum.org/reports/the-future-of-jobs-report-2020>
- Yufrizal, H. (2023). *An introduction to second language acquisition*. PT. RajaGrafindo Persada Rajawali Pers.



APPENDICES

Appendix 1. Ethical Approval

Evrak Tarih ve Sayısı: 10.05.2022-69644



T.C.
AMASYA ÜNİVERSİTESİ
Bilim Etik Kurulu
Sosyal Bilimler Etik Kurulu

Sayı : E-30640013-108.01-69644
Konu : Etik Kurul Başvurusu

10.05.2022

REKTÖRLÜK MAKAMINA
Sayın Dr. Öğr. Üyesi Ayfer SU BERGİL
Öğretim Üyesi

İlgi : 25.04.2022 tarihli ve 1292 sayılı yazı.

"Exploring EFL teachers' Global Skills Perceptions and Practices (İngiliz Dili Eğitimi Öğretmenlerinin Küresel Beceri Algılarını ve Uygulamalarını Keşfetmek)" adlı araştırmanız Sosyal Bilimler Etik Kurulu tarafından bilimsel araştırma etiği yönünden incelendi ve değerlendirildi. Konu ile ilgili kurul görüşü ektedir.

Bilgilerinizi rica ederim.

Doç.Dr. Songül KEÇECİ KURT
Etik Kurul Başkanı

Ek:

- 1- Dr. Ayfer Su Bergil Başvuru Değerlendirme 1292 (1 Sayfa)
- 2- Etik kurul başvurusu (29 Sayfa)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BSR49E33ZP Pin Kodu :40172

Belge Takip Adresi :
<https://turkiye.gov.tr/ebd?ek=5544&eD=BSR49E33ZP&eS=69644>

Adres: Akbilal Mah. Muhsin Yamaçoğlu Cad. No:7 Merkez/Amasya
Telefon:2600060 Faks:2600059
e-Posta:genelsekretarlik@amasya.edu.tr Web:<http://www.amasya.edu.tr/idari/etik-kurul/bilim-etik-kurulu.aspx>
Kop Adresi:amasyauniversitesi@hu01.kop.tr

Bilgi için: Melike BAŞ
Unvanı: Etik Kurul Üyesi
Tel No: 1



Bu belge,güvenli elektronik imza ile imzalanmıştır.

	AMASYA ÜNİVERSİTESİ SOSYAL BİLİMLER ETİK KURUL DEĞERLENDİRME FORMU

Ek-1

Araştırmanın Başlığı: "Exploring EFL teachers' Global Skills Perceptions and Practices" (İngiliz Dili Eğitimi Öğretmenlerinin Küresel Beceri Algılarını ve Uygulamalarını Keşfetmek)"	
Başvuru Formunun Etik Kurula geldiği tarih	25.04.2022
Başvuru Formunun Etik Kurulda incelendiği tarih	05.05.2022
Karar tarihi	05.05.2022

SONUÇ

1.	☒ Kabul
2.	☐ Düzeltme gereklidir: Etik sorun olabilecek sorular/maddeler, süreçler ya da unsurlar bulunmaktadır. Açıklama:
3.	☐ Red Gerekçe, Görüş, Tavsiye ve Açıklamalar:

Başvuru dosyasının incelenmesinde hazır bulunan ve araştırmayla doğrudan veya dolaylı olarak ilişkisi bulunmayan Etik Kurul başkan ve üyelerinin ad, soyad ve imzaları.

(Başkan)
Doç. Dr. Songül KEÇECİ KURT

(Üye-Bşk Yardımcısı)
Doç. Dr. Fatih CAN

(Üye- Raportör)
Doç. Dr. Melike BAŞ

(Üye)
Doç. Dr. Kürşat EFE

(Üye)
Dr. Öğr. Üyesi Davut AĞBAL

(Üye)
Dr. Öğr. Üyesi Mustafa YILDIZ

Appendix 2. Government Approval

Amasya Üni Gelen Evrak Tarih ve Sayısı: 23.11.2022-102974



T.C.
TOKAT VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : E-27001677-44-63912185
Konu : Araştırma İzni

21.11.2022

DAGITIM YERLERİNE

- İlgi : a) Gazi Ünv. Rektörlüğünün Öğrenci İşleri Daire Başkanlığının 27.10.2022 tarih ve 495938 sayılı yazısı.
b) Amasya Ünv. Rektörlüğü Öğrenci İşleri Daire Başkanlığının 25.10.2022 tarih ve 97752 sayılı yazısı.

Aşağı tabloda isimleri belirtilen Üniversitenizin Doktora ve Yüksek Lisans öğrencilerine ait araştırma izni Müdürlüğümüz Anket İnceleme Komisyonu tarafından incelenmiş, söz konusu araştırmanın yapılmasında herhangi bir sakınca olmayacağı kanaatine varılmış olup, konu ile ilgili Valilik Onayı ekte gönderilmiştir.

Bilginizi ve gereğini arz ederim.

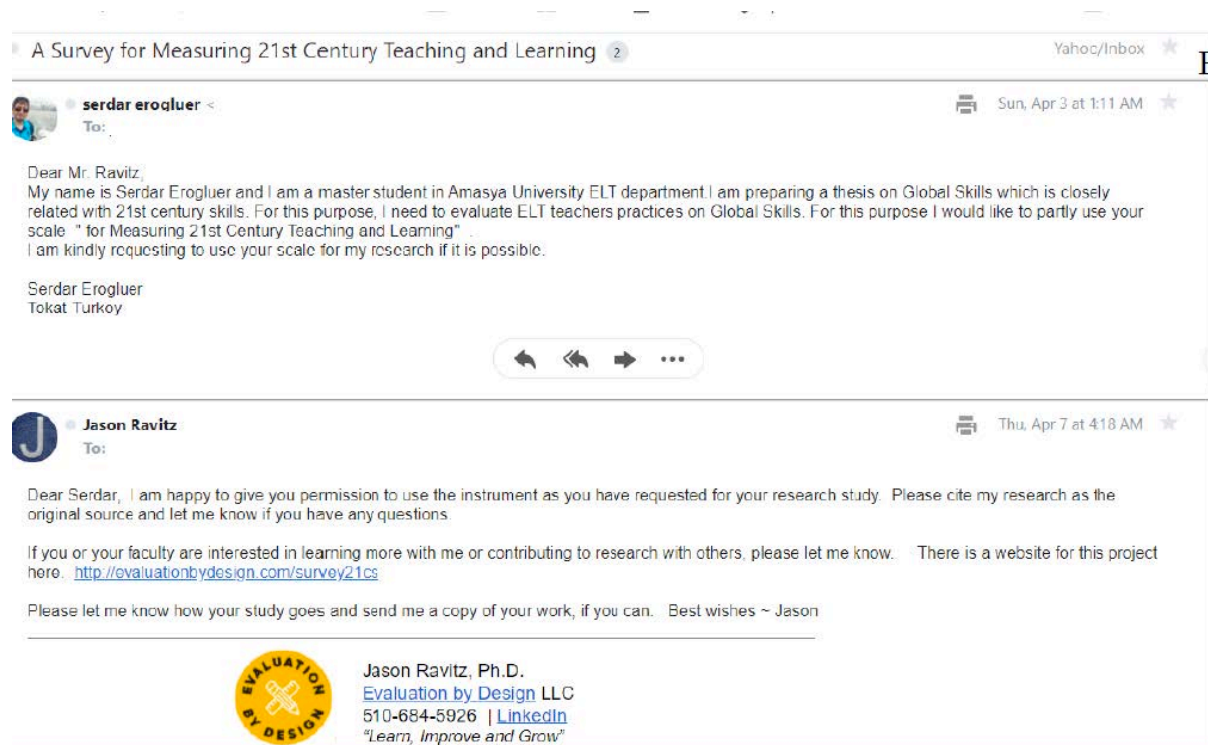
Ahmet ÖZDEMİR
İl Milli Eğitim Müdürü

Adı Soyadı	Görevi	Okulu/Bölümü
İrem DEMİRBAŞ	Doktora Öğrencisi	Gazi Ünv. Eğitim Bilimleri Enstitüsü, Temel Eğitim Ana Bilim Dalı, Sınıf Eğitimi Bilim Dalı
Serdar EROĞLUER	Yüksek Lisans Öğrencisi	Amasya Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı

Dağıtım :
Gazi Üniversitesi
Amasya Üniversitesi

Ek : Valilik Onayı (2 Sayfa)

Appendix 3. Scale Approval



Appendix 4. Data Collection Instrument

Dear Participant,

The aim of this study is to explore EFL teachers' Global Skills in classroom implementations and their perceptions, to see whether the EFL classes, materials and curriculums are compatible with teaching these skills, and to show if there are meaningful differences between practices according to the level of teaching. Please note that all your personal information and answers you have given will be confidential. This study will be used for the master's thesis which is studied under the supervision of Dr. Lecturer Ayfer Su Bergil.

VOLUNTARY CONSENT (SIGNATURE): _____

By completing and submitting the questionnaire to the researcher, you are voluntarily agreeing to participate. If you have any question about the study, please contact the researcher.

Thank you very much for agreeing to participate in the survey.

Name of the researcher: Serdar Eroğlu

E-mail:

Amasya University Institute of Social Sciences / Department of English Language Education

EFL Teachers' Global Skills Practices and Perceptions Survey

Part I. Demographic Information

1. Female ☐ Male ☐

2. Level of Education

Kindergarten: ☐

Primary School: ☐

Secondary School: ☐

High School: ☐

3. Private school: ☐ Public School: ☐

4. Years of experience as an English teacher:

1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 20-.... ☐

5. Educational Background:

Bachelor's Degree ☐ MA/PhD ☐

6. The Department you graduated from

English Language and Teaching ☐

English Language and Literature ☐

American Language and Literature ☐

English Linguistics ☐

Translation and Interpretation ☐

Other ☐

Part II. Questionnaire on EFL teachers' practices of Global Skills in classes

Global skills are a set of skills that prepare individuals for dynamic and fast-evolving 21st century world. Because there is a constant mobility between nationalities, individuals need to learn how to adapt themselves to different cultures, respect diversities and traditions, be able to get into different work environments.

These global skills can be understood in five broad clusters (OUP, n.d.):

- communication and collaboration
- creativity and critical thinking
- intercultural competence and citizenship
- emotional self-regulation and wellbeing
- digital literacies.

Global skills can and should be accessible to every learner in every educational setting. They prepare learners for lifelong success, not only academically and professionally but also personally. Moreover, with its typical emphasis on communication, collaboration, and intercultural competence, the English language classroom is particularly suited to the development of global skills.

Instructions

The rest of this survey asks about your teaching practices that might support students' learning of the following global skills and their integration to your teaching environment through curriculums and books..

Critical Thinking

Creativity

Collaboration

Communication

Emotional-Self Regulation and wellbeing

Intercultural Competence

Citizenship

Digital Literacies

For each of the above you will be asked about your general teaching of these skills, and about a few specific practices you may have used.

There are no correct or incorrect answers and all responses will be kept confidential.

COLLABORATION SKILLS refer to students being able to work together to solve problems or answer questions, to work effectively and respectfully in teams to accomplish a common goal and to assume shared responsibility for completing a task.

1. Here are some examples of practices that may help students learn **COLLABORATION SKILLS**.

In your teaching of your TARGET CLASS , how often do you ask students to do the following	Almost never	A few times a semester	1-3 times per month	1-3 times per week	Almost daily
a. Work in pairs or small groups to complete a task together?	☐	☐	☐	☐	☐
b. Work with other students to set goals and create a plan for their team?	☐	☐	☐	☐	☐
c. Create joint products using contributions from each student?	☐	☐	☐	☐	☐
d. Present their group work to the class, teacher or others?	☐	☐	☐	☐	☐
e. Work as a team to incorporate feedback on group tasks or products?	☐	☐	☐	☐	☐
f. Give feedback to peers or assess other students' work	☐	☐	☐	☐	☐

COMMUNICATION SKILLS refer to students being able to organize their thoughts, data and findings and share these effectively through a variety of media, as well as orally and in writing.

1. Here are some examples of practices that may help students learn **COMMUNICATION SKILLS**.

In your teaching, how often do you ask students to do the following	Almost never	A few times a semester	1-3 times per month	1-3 times per week	Almost daily
a. Structure data for use in written products or oral presentations (e.g., creating charts, tables or graphs)?	☐	☐	☐	☐	☐
b. Convey their ideas using media other than a written paper (e.g., posters, video, blogs, etc.)	☐	☐	☐	☐	☐
c. Prepare and deliver an oral presentation to the teacher or others?	☐	☐	☐	☐	☐
d. Answer questions in front of an audience?	☐	☐	☐	☐	☐
e. Decide how they will present their work or demonstrate their learning?	☐	☐	☐	☐	☐
2. To what extent do you agree with these statements about your teaching?	Not really	To a minor extent	To a moderate extent	To a great extent	To a very great extent
a. I try to develop students' communication and collaboration skills	☐	☐	☐	☐	☐
b. I have been able to effectively assess students' communication and collaboration skills	☐	☐	☐	☐	☐

CRITICAL THINKING SKILLS refer to students being able to analyze complex problems, investigate questions for which there are no clear-cut answers, evaluate different points of view or sources of information, and draw appropriate conclusions based on evidence and reasoning

1. Here are some examples of practices that may help students learn **CRITICAL THINKING SKILLS**.

In your teaching, how often do you ask students to do the following	Almost never	A few times a semester	1-3 times per month	1-3 times per week	Almost daily
a. Compare information from different sources before completing a task or assignment?	☐	☐	☐	☐	☐
b. Draw their own conclusions based on analysis of numbers, facts, or relevant information?	☐	☐	☐	☐	☐
c. Summarize or create their own interpretation of what they have read or been taught?	☐	☐	☐	☐	☐
d. Analyze competing arguments, perspectives or solutions to a problem?	☐	☐	☐	☐	☐
e. Develop a persuasive argument based on supporting evidence or reasoning?	☐	☐	☐	☐	☐
f. Try to solve complex problems or answer questions that have no single correct solution or answer?	☐	☐	☐	☐	☐

CREATIVITY SKILLS refer to students being able to generate and refine solutions to complex problems or tasks based on synthesis, analysis and then combining or presenting what they have learned in new and original ways.

1. Here are some examples of practices that may help students learn **CREATIVITY SKILLS**.

In your teaching of your TARGET CLASS , how often have you asked students to do the following	Almost never	A few times a semester	1-3 times per month	1-3 times per week	Almost daily
a. Use idea creation techniques such as brainstorming or concept mapping?	☐	☐	☐	☐	☐
b. Generate their own ideas about how to confront a problem or question?	☐	☐	☐	☐	☐
c. Test out different ideas and work to improve them?	☐	☐	☐	☐	☐
d. Invent a solution to a complex, open-ended question or problem?	☐	☐	☐	☐	☐
e. Create an original product or performance to express their ideas?	☐	☐	☐	☐	☐
2. To what extent do you agree with these statements about your TARGET CLASS ?	Not really	To a minor extent	To a moderate extent	To a great extent	To a very great extent
a. I have tried to develop students' creativity and critical thinking skills	☐	☐	☐	☐	☐
b. I have been able to effectively assess students' creativity and critical thinking skills	☐	☐	☐	☐	☐

INTERCULTURAL (GLOBAL) COMPETENCE refers to students being able to understand global, geo-political issues including awareness of geography, culture, language, history, and literature from other countries.

1. Here are some examples of practices that may help students learn to make GLOBAL CONNECTIONS.

In your teaching of your, how often do you ask students to do the following	Almost never	A few times a semester	1-3 times per month	1-3 times per week	Almost daily
a. Study information about other countries or cultures?	☐	☐	☐	☐	☐
b. Use information or ideas that come from people in other countries or cultures?	☐	☐	☐	☐	☐
c. Discuss issues related to global interdependency (for example, global environment trends, global market economy)?	☐	☐	☐	☐	☐
d. Understand the life experiences of people in cultures besides their own?	☐	☐	☐	☐	☐
e. Study the geography of distant countries?	☐	☐	☐	☐	☐
f. Reflect on how their own experiences and local issues are connected to global issues?	☐	☐	☐	☐	☐

CITIZENSHIP (LOCAL) refers to students being able to apply what they have learned to local contexts and community issues.

1. Here are some examples of practices that may help students learn to make LOCAL CONNECTIONS.

In your teaching, how often do you ask students to do the following	Almost never	A few times a semester	1-3 times per month	1-3 times per week	Almost daily
a. Investigate topics or issues that are relevant to their family or community?	☐	☐	☐	☐	☐
b. Apply what they are learning to local situations, issues or problems?	☐	☐	☐	☐	☐
c. Talk to one or more members of the community about a class project or activity?	☐	☐	☐	☐	☐
d. Analyze how different stakeholder groups or community members view an issue?	☐	☐	☐	☐	☐
2. To what extent do you agree with these statements about your TARGET CLASS?	Not really	To a minor extent	To a moderate extent	To a great extent	To a very great extent
a. I have tried to develop students' skills in making global and local connections	☐	☐	☐	☐	☐
b. I have been able to effectively assess students' skills in making global and local connections	☐	☐	☐	☐	☐

EMOTIONAL SELF- REGULATION AND WELLBEING refer to the ability to recognize, identify, and understand one's emotions and their functions. It includes an awareness of regulation strategies for managing emotions appropriately and it is a basis for wellbeing.

1. Here are some examples of practices that may help students learn **EMOTIONAL SELF- REGULATION AND WELLBEING** .

In your teaching, how often do you ask students to do the following

	Almost never	A few times a semester	1-3 times per month	1-3 times per week	Almost daily
a. Manage negative emotions (anger, sadness...)and encourage them to develop an 'if then' plan?	☐	☐	☐	☐	☐
b. Identify emotional reactions of themselves and peers in a new scheme or plan?	☐	☐	☐	☐	☐
c. Work on the meaning of happiness around the world on different contexts?	☐	☐	☐	☐	☐
d. Prepare a portfolio of things they associate with happiness in language learning?	☐	☐	☐	☐	☐
e. Analyze a fictional novel character?	☐	☐	☐	☐	☐
f. Have an interview with their peers on what they do for their well-being?	☐	☐	☐	☐	☐

2. To what extent do you agree with these statements about your **TARGET CLASS**?

	Not really	To a minor extent	To a moderate extent	To a great extent	To a very great extent
a. I have tried to develop students' emotional self- regulation and well being skills	☐	☐	☐	☐	☐
c. I have been able to effectively assess students' emotional self- regulation and well being skills	☐	☐	☐	☐	☐

DIGITAL LITERACIES refers to students being able to manage their learning and produce products using appropriate information and communication technologies

1. Here are some examples of practices that may help students learn to **USE TECHNOLOGY** as a **TOOL FOR LEARNING**.

In your teaching, how often do you ask students to do the following

	Almost never	A few times a semester	1-3 times per month	1-3 times per week	Almost daily
a. Use technology or the Internet for self-instruction (e.g., Kahn Academy or other videos, tutorials, self-instructional websites, etc.)?	☐	☐	☐	☐	☐
b. Select appropriate technology tools or resources for completing a task?	☐	☐	☐	☐	☐
c. Evaluate the credibility and relevance of online resources?	☐	☐	☐	☐	☐
d. Use technology to analyze information (e.g., databases, spreadsheets, graphic programs, etc.)?	☐	☐	☐	☐	☐
e. Use technology to help them share information (e.g., multi-media presentations using sound or video, presentation software, blogs, podcasts, etc.)?	☐	☐	☐	☐	☐
f. Use technology to support team work or collaboration (e.g., shared work spaces, email exchanges, giving and receiving feedback, etc.)?	☐	☐	☐	☐	☐
g. Use technology to keep track of their work on extended tasks or assignments?	☐	☐	☐	☐	☐

2. To what extent do you agree with these statements about your TARGET CLASS?	Not really	To a minor extent	To a moderate extent	To a great extent	To a very great extent
a. I have tried to develop students' skills in using technology as a tool for learning	☐	☐	☐	☐	☐
b. I have been able to effectively assess students' skills in using technology for learning	☐	☐	☐	☐	☐

EFL CURRICULUM and CLASS MATERIALS being compatible with Global Skills.					
In your teaching environment	Not really	To a minor extent	To a moderate extent	To a great extent	To a very great extent
a. Does your curriculum cover communication and collaborations skills ?	☐	☐	☐	☐	☐
b. Does your curriculum cover creativity and critical thinking skills?	☐	☐	☐	☐	☐
c. Does your curriculum cover intercultural competence and citizenship skills?	☐	☐	☐	☐	☐
d. Does your curriculum cover emotional self-regulation and wellbeing skills?	☐	☐	☐	☐	☐
e. Does your curriculum cover digital skills?	☐	☐	☐	☐	☐
f. Does your official used English book cover activities on communication and collaborations skills?	☐	☐	☐	☐	☐
g. Does your official used English book cover activities on digital skills?	☐	☐	☐	☐	☐
h. Does your official used English book cover activities on creativity and critical thinking skills?	☐	☐	☐	☐	☐
i. Does your official used English book cover activities on emotional self-regulation and wellbeing skills?	☐	☐	☐	☐	☐
j) Does your official used English book cover activities on intercultural competence and citizenship skills?	☐	☐	☐	☐	☐
2. To what extent do you agree with these statements about your TARGET CLASS?	Not really	To a minor extent	To a moderate extent	To a great extent	To a very great extent
a. The current EFL curriculum is compatible and adaptable to Global skills	☐	☐	☐	☐	☐
b. I think it is necessary for students to gain global skills	☐	☐	☐	☐	☐
c. I think English classes are compatible to teach global skills	☐	☐	☐	☐	☐

Appendix 5. Post-Hoc Analysis on the Effect of Years of Experience on Teachers' Practices

YEARS of EXPERIENCE					
Tukey HSD					
Dependent Variable	(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.
Collaboration and Communication Skills	1-5 Years	6-10 Years	,10308	,25502	,994
		11-15 years	,40368	,25686	,518
		16-20 years	,41538	,26670	,527
		20 over	,30769	,27545	,797
	6-10 Years	1-5 Years	-,10308	,25502	,994
		11-15 years	,30060	,15040	,271
		16-20 years	,31231	,16666	,336
		20 over	,20462	,18032	,788
	11-15 years	1-5 Years	-,40368	,25686	,518
		6-10 Years	-,30060	,15040	,271
		16-20 years	,01171	,16946	1,000
		20 over	-,09599	,18292	,985
	16-20 years	1-5 Years	-,41538	,26670	,527
		6-10 Years	-,31231	,16666	,336
		11-15 years	-,01171	,16946	1,000
		20 over	-,10769	,19650	,982
	20 over	1-5 Years	-,30769	,27545	,797
		6-10 Years	-,20462	,18032	,788
		11-15 years	,09599	,18292	,985
		16-20 years	,10769	,19650	,982
Creativity and Critical Thinking	1-5 Years	6-10 Years	,08462	,30842	,999
		11-15 years	,45217	,31065	,593
		16-20 years	,30481	,32255	,879
		20 over	,30154	,33313	,895
	6-10 Years	1-5 Years	-,08462	,30842	,999
		11-15 years	,36756	,18190	,261
		16-20 years	,22019	,20156	,810
		20 over	,21692	,21809	,857
	11-15 years	1-5 Years	-,45217	,31065	,593
		6-10 Years	-,36756	,18190	,261
		16-20 years	-,14737	,20495	,952
		20 over	-,15064	,22122	,960
	16-20 years	1-5 Years	-,30481	,32255	,879
		6-10 Years	-,22019	,20156	,810
		11-15 years	,14737	,20495	,952

Intercultural Competence and Citizenship	20 over	20 over	-,00327	,23765	1,000
		1-5 Years	-,30154	,33313	,895
		6-10 Years	-,21692	,21809	,857
		11-15 years	,15064	,22122	,960
		16-20 years	,00327	,23765	1,000
	1-5 Years	6-10 Years	,37833	,28074	,662
		11-15 years	,68261	,28277	,117
		16-20 years	,34792	,29361	,760
	6-10 Years	20 over	,60000	,30324	,281
		1-5 Years	-,37833	,28074	,662
		11-15 years	,30428	,16557	,356
		16-20 years	-,03042	,18347	1,000
	11-15 years	20 over	,22167	,19852	,798
		1-5 Years	-,68261	,28277	,117
		6-10 Years	-,30428	,16557	,356
		16-20 years	-,33469	,18656	,381
	16-20 years	20 over	-,08261	,20137	,994
		1-5 Years	-,34792	,29361	,760
		6-10 Years	,03042	,18347	1,000
		11-15 years	,33469	,18656	,381
Emotional Self-Regulation and Wellbeing	20 over	20 over	,25208	,21633	,771
		1-5 Years	-,60000	,30324	,281
		6-10 Years	-,22167	,19852	,798
		11-15 years	,08261	,20137	,994
	1-5 Years	16-20 years	-,25208	,21633	,771
		6-10 Years	-,65429	,32965	,278
		11-15 years	-,35528	,33203	,822
		16-20 years	-,73125	,34476	,216
	6-10 Years	20 over	-,57429	,35606	,491
		1-5 Years	,65429	,32965	,278
		11-15 years	,29901	,19442	,539
		16-20 years	-,07696	,21543	,996
	11-15 years	20 over	,08000	,23310	,997
		1-5 Years	,35528	,33203	,822
		6-10 Years	-,29901	,19442	,539
		16-20 years	-,37597	,21906	,427
	16-20 years	20 over	-,21901	,23645	,886
		1-5 Years	,73125	,34476	,216
		6-10 Years	,07696	,21543	,996
		11-15 years	,37597	,21906	,427
	20 over	20 over	,15696	,25401	,972
		1-5 Years	,57429	,35606	,491
		6-10 Years	-,08000	,23310	,997

Digital Literacies	1-5 Years	11-15 years	,21901	,23645	,886
		16-20 years	-,15696	,25401	,972
		6-10 Years	-,43750	,34083	,702
		11-15 years	-,13043	,34329	,996
	6-10 Years	16-20 years	-,52344	,35644	,584
		20 over	-,48000	,36813	,689
		1-5 Years	,43750	,34083	,702
		11-15 years	,30707	,20101	,546
	11-15 years	16-20 years	-,08594	,22274	,995
		20 over	-,04250	,24100	1,000
		1-5 Years	,13043	,34329	,996
		6-10 Years	-,30707	,20101	,546
	16-20 years	16-20 years	-,39300	,22648	,415
		20 over	-,34957	,24447	,609
		1-5 Years	,52344	,35644	,584
		6-10 Years	,08594	,22274	,995
	20 over	11-15 years	,39300	,22648	,415
		20 over	,04344	,26262	1,000
		1-5 Years	,48000	,36813	,689
		6-10 Years	,04250	,24100	1,000
		11-15 years	,34957	,24447	,609
		16-20 years	-,04344	,26262	1,000

Appendix 6. Post-Hoc Analysis Regarding the Effect of Level of Education on Teachers' Practices

Level of Education					
Tukey HSD					
Dependent Variable	(I) SchoolLevel	(J) SchoolLevel	Mean Difference (I-J)	Std. Error	Sig.
Collaboration and Communication Skills	Primary School	Secondary School	-,10130	,16586	,814
		Highschool	-,09138	,14508	,804
	Secondary School	Primary School	,10130	,16586	,814
		Highschool	,00992	,14153	,997
	Highschool	Primary School	,09138	,14508	,804
		Secondary School	-,00992	,14153	,997
Creativity and Critical Thinking	Primary School	Secondary School	-,00803	,19899	,999
		Highschool	-,17215	,17406	,585
	Secondary School	Primary School	,00803	,19899	,999
		Highschool	-,16412	,16979	,599
	Highschool	Primary School	,17215	,17406	,585
		Secondary School	,16412	,16979	,599
Intercultural Competence and Citizenship	Primary School	Secondary School	-,00198	,18322	1,000
		Highschool	-,13787	,16027	,666
	Secondary School	Primary School	,00198	,18322	1,000
		Highschool	-,13589	,15634	,660
	Highschool	Primary School	,13787	,16027	,666
		Secondary School	,13589	,15634	,660
Emotional Self-Regulation and Wellbeing	Primary School	Secondary School	-,17242	,20954	,689
		Highschool	-,49638*	,18329	,020
	Secondary School	Primary School	,17242	,20954	,689
		Highschool	-,32396	,17880	,169
	Highschool	Primary School	,49638*	,18329	,020
		Secondary School	,32396	,17880	,169
Digital Literacies	Primary School	Secondary School	-,27885	,21749	,407
		Highschool	-,43942	,19024	,057
	Secondary School	Primary School	,27885	,21749	,407
		Highschool	-,16057	,18558	,663
	Highschool	Primary School	,43942	,19024	,057
		Secondary School	,16057	,18558	,663

*. The mean difference is significant at the 0.05 level.

