

INTERNATIONAL MINDEDNESS IN A NATIONAL CONTEXT: ANALYSIS
OF AN ENGLISH COURSEBOOK PUBLISHED BY REPUBLIC OF TÜRKİYE
MINISTRY OF NATIONAL EDUCATION FOR GRADE 9

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FOR
THE DEGREE OF MASTER OF ARTS
IN
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İHSAN DOĞRAMACI BILKENT UNIVERSITY
ANKARA

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Dedicated to my beloved family...

International Mindedness in a National Context: Analysis of an English Coursebook
Published by Republic of Türkiye Ministry of National Education for Grade 9

The Graduate School of Education

of

İhsan Doğramacı Bilkent University

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Bilge Nur Gezer

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GRADUATE SCHOOL OF EDUCATION

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Bilge Nur Gezer
January 2024

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum & Instruction.

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ABSTRACT

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MA in Curriculum and Instruction

Advisor: Asst. Prof. Dr. Armağan Ateşkan

January 2024

In an era of increasing interconnectedness of the global community, fostering international mindedness has become significant for individuals. Grounded in the principles of multilingualism, intercultural understanding, and global engagement; this study aims to find out the representations of international mindedness by analyzing the Grade 9 English coursebook published by Republic of Türkiye Ministry of National Education. Through a qualitative content analysis, this research emphasizes the role of coursebooks, which are widely used at high schools in Türkiye to maintain consistency in educational content. The findings highlighted a possible relation between international mindedness and Learner Centered ideology, contributing to the holistic development of individuals who are not only academically proficient but also socially conscious and culturally sensitive to global issues. By analyzing the Grade 9 English coursebook, the research also revealed how international mindedness is integrated into the English curriculum, offering insights for educators and policymakers to raise internationally-minded individuals.

Keywords: International mindedness, global engagement, intercultural understanding, multilingualism, curriculum ideologies

ÖZET

Ulusal Bağlamda Uluslararası Fikirlilik: Türkiye Cumhuriyeti Millî Eğitim Bakanlığı

Tarafından Yayınlanan 9. Sınıf İngilizce Ders Kitabı Analizi

Bilge Nur Gezer

Eğitim Programları ve Öğretim Yüksek Lisans Programı

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Küresel toplumun birbirine bağlılığının arttığı bir çağda, uluslararası fikirliliği geliştirmek bireyler için önemli bir hal almıştır. Çok dillilik, kültürlerarası anlayış ve küresel sorumluluk ilkelerini temel alan bu çalışma, Türkiye Cumhuriyeti Millî Eğitim Bakanlığı tarafından yayınlanan 9. sınıf İngilizce ders kitabını inceleyerek uluslararası fikirliliğin temsillerini ortaya çıkarmayı amaçlamaktadır. Nitel içerik analizi yoluyla bu araştırma, Türkiye’deki liselerde yaygın olarak kullanılan ders kitaplarının eğitim içeriğinde tutarlılığın sağlanmasındaki rolünü vurgulamaktadır. Bulgular, uluslararası fikirlilik ile öğrenci merkezli ideoloji arasındaki olası ilişkiyi vurgulayarak, yalnızca akademik açıdan yetkin değil, aynı zamanda sosyal açıdan bilinçli ve küresel sorunlara duyarlı bireylerin bütünsel gelişimine katkıda bulunmaktadır. Araştırma, 9. sınıf İngilizce ders kitabını analiz ederek uluslararası fikirliliğin İngilizce öğretim programına nasıl entegre edildiğini ortaya çıkarmıştır. Aynı zamanda eğitimcilere ve politika belirleyicilere uluslararası fikre sahip bireyler yetiştirme konusunda içgörüler sunmaktadır.

Anahtar kelimeler: Uluslararası fikirlilik, küresel sorumluluk, kültürlerarası anlayış, çok dillilik, öğretim programları ideolojileri

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CHAPTER 1: INTRODUCTION

Introduction

“Global. International. Intercultural. Cosmopolitan. The world we inhabit is all of these. In many ways it has always been. Humans have never lived in isolation from one another, as hundreds of years of global exchange attest. Nevertheless, the reach of these dynamics is more profound for those of us living in the twenty-first century than ever before. Our ability to respond appropriately to, and to thrive in, this context requires a paradigm shift in how we think about the world around us.” (Richardson, 2016, p. 1)

The modern world we live in is undergoing a notable shift towards greater interconnection and globalization. Consequently, individuals of this interconnected and multicultural world need to cultivate lifelong learning skills to effectively communicate with those from diverse backgrounds. As our global community becomes more interwoven, the importance of fostering international mindedness (IM) becomes paramount. At its core, IM involves an awareness of diverse cultures, an understanding of global issues and an appreciation to values that transcend national boundaries. This research study seeks to contribute to our understanding of IM by examining an English coursebook through multilingualism, intercultural understanding, and global engagement.

The introductory chapter of this thesis comprises six sections: background, problem, purpose, research questions, significance, and definition of key terms.

Background

In today's global world, it is easier for people to communicate with each other regardless of time and place. To build meaningful rapport among people all over the world, it is required to have a global perspective. This global rapport is known as "International Mindedness" by many educators, researchers, and policy makers. Although, there is not a definite definition of IM, Harword and Bailey (2012) defined it as "a person's capacity to transcend the limits of a worldview informed by a single experience of nationality, creed, culture or philosophy and recognize in the richness of diversity a multiplicity of ways of engaging with the world" (p. 79). Thus, IM refers to a mindset that embraces and values the diversity of cultures, beliefs, and perspectives from around the world. Besides this, it is identified as the state of being sensitive to global problems to live in a better world by presenting solutions as well as showing respect to cultural differences (Hill, 2012). Simply put, IM is about thinking beyond one's home country and being a global individual.

In the light of these definitions, the core elements of IM can be listed as multilingualism, intercultural understanding, and global engagement (Singh & Qi, 2013). As its name suggests, multilingualism is mainly about speaking more than two languages. It is the ability of an individual to use and understand multiple languages. It is assumed that multilingualism leads to the development of intercultural perspectives through languages (Castro et al., 2015). Intercultural understanding encompasses the capacity to value and engage in effective communication and interaction with individuals from various cultural backgrounds. According to Singh and Qi (2013), it is about developing an ability to put oneself into different situations not only in a national level but also in an international one.

When it comes to global engagement, it refers to an active involvement and participation in global issues, challenges, and opportunities. Simply put, it is about being sensitive and subject to global issues. To build this sensitivity, awareness about global issues should be instilled in individuals from an early age, and one of the most important institutions that can provide this awareness can be schools. According to Castro et al. (2013), global engagement is “undertaking activity outside of schools, in the local community and/or other foreign communities” (p. 6).

Multilingualism, intercultural understanding, and global engagement are three core pillars of IM, and individuals who have these features can be called as international-minded. To summarize, international-minded individuals actively seek opportunities to engage in different cultures, promote intercultural understanding, and contribute to building of a more inclusive and interconnected world. They are equipped with the skills and attitudes necessary to thrive in diverse and global environments, and they are committed to make a positive impact in their communities and beyond.

Founded in 2001, The Partnership for 21st Century Skills (P21) identified several themes that are central to 21st century learning. These themes reflect the multidimensional nature of 21st century learning. They highlight the broad range of skills and knowledge that are necessary for students to thrive in an increasingly complex and interconnected world. They guide educators in terms of designing curriculum, instruction, and assessment that address the needs of students and prepare them for future success. IM is recognized as one of the themes of 21st century and P21 (2015) defined IM as “learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts” (p. 2).

This theme emphasizes the importance of understanding and appreciating diverse cultures, perspectives, and global issues. It involves developing a global mindset and recognizing the interconnectedness of the world. Therefore, it is significant to explore the representations of IM in a national context to help individuals to become successful at work and life in the 21st century.

To analyze the representations of IM, coursebooks can be considered as the primary resources because they are widely used at high schools in Türkiye to maintain consistency in what students are learning. Previously, there were comparatively more high schools in Türkiye from specialized science high schools to professional high schools in the field of computing, mechanics, teaching, etc. In 2016, these distinctions in high schools disappeared with regulations and these high schools mentioned above gathered under the same roof, which is Anatolian High Schools. Now, there are three types of high schools in Türkiye, and these are Anatolian High Schools, Science High Schools, and Social Science High Schools (Republic of Türkiye Ministry of National Education, 2021).

At high schools, the curriculum for Grades 9 and 10 includes subjects Mathematics, Turkish Language and Literature, History, Geography, Physics, Chemistry, Biology, English, Second Foreign Language, Physical Education, Arts, and the option to select from elective courses such as Economy, International Relations, and Astronomy and Space Sciences depending on the type of high schools. All students are required to complete the courses successfully. At the end of Grade 10, students are expected to decide on the area they would like to specialize in.

Considering all these points above, having a standardized education is significant in terms of teaching similar learning outcomes to students who have

different backgrounds and study in different types of high schools or regions across Türkiye. Coursebooks here play a significant role to provide a structured and consistent curriculum along with learning objectives that ensure the fact that students are exposed to the same core content. In addition, they are designed to align with the goals of the curriculum. Hence, they are the primary resources to help educators deliver the content and learning objectives set up by Ministry of National Education (MoNE). Each curriculum represents an ideology or ideologies and reflects its' vision.

Michael Stephen Schiro, as one of the pioneers in the field of curriculum studies, proposed a framework that categorizes curriculum ideologies into four main visions: “Scholar Academic ideology, Social Efficiency ideology, Learner Centered ideology, and Social Reconstruction ideology” (Schiro, 2013, p. 2). Schiro (2013) stated that:

“Each of the four visions of curriculum embodies distinct beliefs about the type of knowledge that should be taught in schools, the inherent nature of children, what school learning consists of, how teachers should instruct children, and how children should be assessed. Each vision has its own value system; its own purposes of education; its own meaning for words; its own heroes, whose beliefs it repeats; and its own villains, whose beliefs it rails against.” (p. 2)

Problem

There are many research studies conducted to investigate the perceptions and implementations of IM. These studies mainly focus on schools implementing the International Baccalaureate (IB), which is an internationally recognized educational program that offers a curriculum that aims to develop individuals who are

intellectually curious, socially responsible and prepared to succeed in a globalized world (International Baccalaureate Organization, n.d.). A variety of research studies have been conducted by researchers Bailey and Harwood (2013); Castro et al. (2013); Singh and Qi (2013); Sriprakash et al. (2014) in the field, all with the primary objective of conceptualizing and evaluating IM implemented in international schools.

According to National Education Statistics (p. 132) published by Ministry of National Education (MoNE) in 2022, there are 12,804 high schools in Türkiye. Only 121 schools offer one or more of IB programmes along with the national curriculum (Turkish IB Schools Association, 2023). The rest of the high schools follow the national curriculum and use associated coursebooks published by MoNE. Therefore, it is significant to investigate IM in a national context. To do this, English is one of the most appropriate subjects to explore the representations of IM due to the fact that there is a strong connection between language learning and international mindedness.

Crawford (2007) claimed that language learning has certain advantages for building global awareness and connecting new cultures through participating in international groups and intercultural settings. This implies that there is a strong and mutually relationship between language learning and IM. Language learning plays a crucial role in developing and fostering IM and provides a pathway to understand different cultures. Jurasaitė-O'Keefe (2022) indicated that "Language reflects developmental processes in identity construction and represents their multifaceted nature, thus, serving as an illuminating tool in analyzing identity formation" (p. 4). When individuals learn a new language, they also gain insight into the cultural norms, values, and perspectives of the speakers of that language. This cultural understanding promotes empathy, respect, and appreciation for diverse cultures,

which are fundamental aspects of IM. Marlina and Xu (2018) stated that English has become a widely used international language and lingua franca because of its widespread uses globally, dominance in a variety of international economic and cultural sphere. Hence, English, which is considered as a lingua franca and an international language, is chosen as the most appropriate subject to investigate the representations of IM.

As Inal (2006) suggested, there is a highly reliance on coursebooks to teach English in Türkiye since they provide a structured curriculum and ensure consistency in language learning. In other words, they serve as a road map through the language learning process for teachers as well as individuals who want to learn a language. Another reason of this reliance is that coursebooks published by MoNE are free in Türkiye; that is, individuals do not have to pay anything, and they have online access to these coursebooks.

To conclude, the majority of high schools in Türkiye follow only national curriculum and use coursebooks published by MoNE to teach English; therefore, investigating IM in a national context by analyzing the content of English coursebook for Grade 9 provides a valuable insight for educators, researchers and policymakers.

Purpose

The main purpose of this study is to analyze 9th Grade English coursebook published by Republic of Türkiye MoNE, with a view to explore how international mindedness is represented in the coursebook. The coursebook consists of ten themes; and focuses on four main skills: listening, reading, speaking, and writing.

Research Questions

This study addresses the following main and sub-questions:

1. How is international mindedness represented in Grade 9 English coursebook published by Republic of Türkiye Ministry of National Education?

- 1.1. To what extent is there a relation between the curriculum ideology/ideologies behind Grade 9 English coursebook and international mindedness?

- 1.2. To what extent is international mindedness represented within the written content?

Significance

IM is considered essential for fostering global citizenship, promoting peace, and understanding as well as preparing individuals to navigate an increasingly interconnected world. Education with an international focus can be delivered in both national and international educational settings by incorporating teachings on promoting peace, developing conflict resolution abilities, fostering appreciation for cultural heritage and the environment, and fostering intercultural comprehension (Hill, 2012). It encourages individuals to become active participants in addressing global challenges and working towards a more inclusive and sustainable future.

In this research study, to investigate the representations of IM, coursebooks play a crucial role in terms of serving as road maps. They provide a structured framework that guides the learning process, offering a clear and logical sequence of topics and activities. Moreover, coursebooks are designed in line with the curriculum, which follows a certain ideology or ideologies, in order to help educators to meet the curriculum requirements and educational objectives. They also contribute

to the standardization of education, ensuring that all students have access to the same learning resources. In this way, coursebooks do not only enhance the quality and consistency of education but also aid in the learning journey for educators and students.

This study provides important insights for teachers, educators, policy makers, and curriculum designers to take steps in order to improve curricula in terms of IM. The content of the coursebooks is crucially important; and IM, as one of the 21st century themes, should be an integral part of curricula with an aim of raising students for an interconnected world (Skelton et al., 2002). By respecting other cultures as well as appreciating diversity and different perspectives, individuals broaden their vision and become a global citizen. This leads them to feel responsible for the world to make it a better place to live in. This study endeavors to draw stakeholders' attention on this issue with an aim of raising awareness to the importance of IM and making improvements in curricula and coursebooks according to the results of this study.

Definition of Key Terms

International Mindedness: According to Hill (2012),

“International mindedness embraces knowledge about global issues and their interdependence, cultural differences, and critical thinking skills to analyse and propose solutions. International mindedness is also a value proposition: it is about putting the knowledge and skills to work in order to make the world a better place through empathy, compassion and openness – to the variety of ways of thinking which enrich and complicate our planet.” (p. 246)

Multilingualism: Multilingualism is the daily use of two or more languages (de Bot, 2019).

Intercultural Understanding: Intercultural understanding is “the ability to understand the perceptions concerning one’s own culture and the perceptions of the people who belong to another culture, and the capacity to negotiate between the two” (Samovar et al., 2010, p. 52).

Global Engagement: Global engagement is taking part in activities beyond the school environment, whether within the local community or in foreign communities; and being responsible and subject to global issues, and taking actions for future generations (Castro et al., 2013).



CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

In our modern interconnected world, individuals can easily communicate with one another across the globe transcending time and geographical boundaries. In order to establish a strong connection during these interactions, it is crucial to possess a broad global outlook that acknowledges and respects diverse cultures and beliefs. This sense of global understanding, often referred to as “International Mindedness” among educators, researchers, and policymakers, plays a significant role in fostering meaningful relationships on a global scale. This study focuses on IM in a national context through analyzing Grade 9 English coursebook published by MoNE. The purpose of this chapter is to provide background information related with the research questions, and to present relevant studies investigated before. It starts with introducing curriculum ideologies to understand what is aimed at changing the world in Grade 9 English coursebook. Next, IM and its’ conceptual framework are discussed. Several research studies about IM are also presented.

Curriculum Ideologies

Before explaining curriculum ideologies in details, it is significant to define “ideology” first to understand what it covers. In Merriam-Webster (n.d.), ideology is defined as “a manner or the content of thinking characteristic of an individual, group, or culture”. It refers to a set of beliefs, doctrines that back a certain individual, social institution, or a particular organization. An ideology provides a lens through how individuals perceive, analyze, interpret, and change the world based on their beliefs. From the perspective of education, ideologies, in essence, establish the foundational

principles used to make decisions regarding practical educational issues, and each curriculum is designed based on at least one curriculum ideology.

Eisner (1985) described curriculum ideologies as “beliefs about what schools should teach, for what ends, and for what reasons” (p. 47) while Bustin (2018) defined ideologies as “what individuals, educational institutions, and particular subjects aim to teach and why” (p. 61). Although both definitions were made in different times, they emphasize nearly the same thing: beliefs of educational institutions about what to teach and why to teach. To elaborate more about curriculum ideologies, they encompass the philosophical and theoretical foundations that guide decisions about what should be taught, how it should be taught, why it should be taught, and how it should be assessed (Schiro, 2013). Overall, curriculum ideologies influence the content, structure, instructional methods, assessment strategies, and overall goals of a curriculum. They are conveyed to individuals through various means and channels within the educational system like coursebooks, learning materials and formal curriculum documents (Erkılıç, 2021).

Understanding and analyzing curriculum ideologies are crucial because ideologies help stakeholders critically examine and evaluate the underlying assumptions and values embedded in a curriculum. According to Schiro (2013), understanding these curriculum ideologies help educators to:

1. more effectively clarify and accomplish their own curriculum and instructional goals.
2. understand the nature of curriculum disagreements that inevitably take place in schools, be more accepting of others, and more effectively work with people of differing opinions.

3. assist them in more effectively communicating and negotiating curriculum decisions with colleagues, curriculum committees, school boards, and their communities.
4. facilitate their ability to more effectively contribute to the public debate about educational issues. (p. 3)

In addition, Block (2010) claimed that different curriculum ideologies can lead to variations in educational practices, instructional approaches, and learning outcomes (as cited in Schiro, 2013). Understanding different ideologies allows for a comprehensive analysis of the curriculum's effectiveness in achieving educational goals. Discussing these ideologies, a better collaborative work environment can be provided among colleagues. Ultimately, curriculum ideologies shape educators' understanding of the purpose of education, the nature of knowledge, the role of learners, and the desired outcomes of the educational process.

In the field of curriculum studies, Schiro proposed a framework that categorizes curriculum ideologies into four main visions: "Scholar Academic (SA) ideology, Social Efficiency (SE) ideology, Learner Centered (LC) ideology, and Social Reconstruction (SR) ideology" (Schiro, 2013, p. 2). All these curriculum ideologies explained in this thesis to understand the ideology behind English curriculum of upper secondary education and to see the relation with international mindedness.

Scholar Academic Ideology

Scholar Academic ideology suggests that throughout history, our society has gathered significant knowledge, which has been structured into academic fields. The primary aim of education is to acquire this knowledge. This ideology involves acquiring the essence knowledge that enables individuals to mature as culturally

literate adults in contemporary society (Hirsch, 1999). Scholar academics claim that all individuals need serious academic content transmitted from one person to another in a didactic way. This discipline sees the child as the receiver of knowledge and in passive role during learning. Bennett et al. viewed the child as a sponge that can absorb ideas (as cited in Schiro, 2013). According to this vision, teachers are expected to possess in-depth expertise in their respective disciplines and serve as mini scholars who present this knowledge to students (Brownell & King, 1966). Primarily, Schiro (2013) stated that “Scholar academics major concern is to construct curriculum in such a way that it reflects the essence of their discipline” (p. 4). As a consequence, the purpose of assessment is to rank for a future in the discipline. To achieve this, assessment tools are objective, supported by the norm and take place after instruction (Schiro, 2013).

Social Efficiency Ideology

Social Efficiency ideology posits that education’s objective is to efficiently fulfill society’s needs. It emphasizes that through education, individuals develop into responsible and productive members of society. It draws its power of knowledge from the capacity to support a society with the abilities it provides to its people (Schiro, 2020). This entire means, learning is accomplished when students acquire the necessary skills and abilities to contribute effectively to social productivity. According to Schiro (2013), “learning (...) is synonymous with change in behavior” (p. 87). As active participants of learning, children are seen as “workers”.

“Looking at a school system as a large organization of individuals for the purpose of turning out certain necessary human products, the pupils are in fact the ultimate workers. They are the rank and file over whom the teachers stand in supervisory capacity. The work is a development of the potential

abilities which the pupils carry around within themselves into actual abilities of a given degree. These actual abilities are the educational products. It is the work of the student, not the work of the teacher that produces these products.” (Bobbit, 1913, p. 32)

While children are regarded as contributing members of society fulfilling social needs, educators are considered as “the managers of the conditions of learning” like a motivator or guide, and they focus on children’s behavior which can be observed through actions (Gagne, 1970, p. 324). With the help of criterion reinforced assessment tools, certifying that students have the certain skills or not is the major concern of evaluators.

Learner Centered Ideology

Learner Centered ideology, as its name implies, adopts a learner-centric approach. The needs and interests of individuals are important, and ensuring everyone’s development is the primary aim (Schiro, 2013). Subscribers to this ideology claim that a pleasant school environment needs to be established for students to help them develop their skills naturally (Kasuga, 2020). Emile, which is regarded as one of the main sources of Learner Centered ideology, was written by Rousseau in 1762 (Mizikaci et al., 2021). Rousseau set forth that children are not mini version of adults, and their personal experiences should serve as the primary source of learning. Children are meaning-making organisms; that is, they naturally create meaning for themselves as a natural result of interacting with the environment (Barth, 1972; Schiro, 2013). Therefore, a teacher acts as a facilitator, advisor, and consultant during a child’s learning. Schiro (2013) pointed out that:

“Learner Centered curricula are thus thought of as contexts, environments, or units of work in which students can make meaning for themselves by

interacting with other students, teachers, ideas, and things. It is the job of educators to carefully create those contexts, environments, or units of work, which will stimulate growth in people as they construct meaning (and thus learning and knowledge) for themselves.” (p. 6)

Assessment involves teachers engaging with students, observing their progress, and continuously evaluating their growth and interests. Hence, it takes place during instruction. Assigning numerical grades is avoided in the evaluation process since assessments are subjective (Schiro, 2013).

Social Reconstruction Ideology

Social Reconstruction ideology emphasizes future by considering both the past and the present. Social Reconstructionists are conscious of the problems of today’s society such as inequalities generating from racial, gender, social and economic (Schiro, 2013). Thereby, the aim of this vision is to pave the path toward building a new and more equitable society that provides fulfillment to all its members (Kasuga, 2020). As Schiro (2013) emphasized:

“... through the medium of curriculum, to teach people to understand their society in such a way that they can develop a vision of a better society and act to bring that vision into existence.” (p. 6)

In terms of schools, hidden components of the curriculum that invisibly influence interpersonal interactions and behavior are significant for Social Reconstructionists (Schiro, 2013). This point of view implies the interpretation of schools “as part of the existing social and political fabric that characterizes the class-driven dominant society” (McLaren, 2007, p. 18). Children are seen as products of society and they possess the potential that can be expanded in such a way that they help society in reconstruction (Counts, 1932; Schiro 2013). Learning is a dynamic process in which

individuals actively integrate and adapt their experiences in a manner that is meaningful to them. In this ideology, teachers are colleagues and companions of students to reconstruct society. In other words, both teachers and students can learn from each other. This ideology does not focus on formal or objective evaluations; therefore, subjective evaluations are used to assess students with an aim of measuring the progress of their abilities during instruction (Schiro, 2013).

Definitions of International Mindedness

The term “international mindedness” has been in use for several decades, but its exact origin and the specific point at which it was first coined are difficult to determine. Indeed, it is important to note that the evolution of the term “international mindedness” is an ongoing process, influenced by factors such as globalization, technological advancements, and educational developments. The concept itself, however, can be traced back to early discussions and efforts in the field of international education.

The International Baccalaureate (IB) program, established in 1968, has played a significant role in promoting the idea of IM (Haywood, 2007; Bunnell, 2008; Hill, 2012). The IB places a strong emphasis on developing students’ global awareness, intercultural understanding, and appreciation for different perspectives through its curriculum.

The term “international mindedness” aligns with the IB’s mission and is often associated with the organization’s educational philosophy. It has gained recognition and usage in international schools, educational conferences, and related literature over time. However, it’s worth noting that the concept itself predates the specific term and has roots in discussions on global citizenship, multiculturalism, and intercultural competence (Hill, 2012; Hill & Ellwood, 2013).

According to Ranger (2013), IM referred to a mindset that is open and respectful to diverse cultures, beliefs, and perspectives from around the world. Through actions of internationally-minded individuals, better and peaceful world can be built. IM goes beyond mere tolerance of differences; it involves actively seeking opportunities to collaborate, build relationships, and promote mutual understanding across borders.

IM involves having a broad understanding of global issues and the interconnectedness of different societies and nations. It promotes the recognition of humanity and responsibility for addressing global challenges such as climate change, poverty, or human rights issues. Hill (2012) pointed out key attributes, discussing that international mindedness:

“...embraces knowledge about global issues and their interdependence, cultural differences, and critical thinking skills to analyse and propose solutions. International mindedness is also a value proposition: it is about putting the knowledge and skills to work in order to make the world a better place through empathy, compassion and openness – to the variety of ways of thinking which enrich and complicate our planet.” (p. 246)

Muller (2012) looked IM from educational context. He asserted that international minded education can be characterized as educational guidance that aims to diminish ethnocentrism, which is the tendency or belief that one's own cultural or ethnic group is superior or more important than others, enhance understanding and respect for diverse cultural perspectives, and foster a global perspective. Duckworth et al., (2005) also highlighted the importance of educators cultivating IM as a crucial element, enabling them to reduce ethnocentric views and behaviors. Internationally-minded individuals are willing to engage with and learn

from people of different backgrounds, recognizing the value of cultural diversity and seeking to bridge cultural gaps. They possess an appreciation for different languages, traditions, customs, and ways of thinking, and they approach interactions with curiosity, empathy, and respect.

While various terms exist to describe the concept of IM, there is considerable overlap in their definitions: “open-mindedness, respect for others, and tolerance of the behaviour and views of others” (Hayden et al., 2000, p. 109).

Conceptual Framework of International Mindedness

The concept of international mindedness has its roots in the history of international education through the IB Diploma Programme, which is an educational program for students aged 16 to 19 offering a comprehensive curriculum that aims to foster intellectual, personal, emotional, and social growth in students (Hill, 2012). Over the years, the core elements of IM to form a conceptual framework has changed and developed. Many attempts (Hill, 2012; Metli & Lane, 2020; Singh & Qi, 2013; Vooren & Lindsey, 2012) have been made in order to provide a conceptual framework of IM.

In an educational context, IM is often emphasized in international schools or programs. Yet, it is also relevant and valuable in various other contexts especially with the growing emphasis of educational systems on equipping young individuals for future citizenship in an interconnected world, the concept of IM is now recognized as crucial dispositions to develop within national educational systems.

According to Hill (2012), intercultural understanding and language learning are always one of the main concepts of IM from the mid-20th century to today. However, in time, contribution needs to be made to explain IM better in parallel with the increasing global issues in the world such as sustainability, climate change and

gender equality. Thus, towards the end of the 20th century to include “principles related to sustainable development, awareness of global issues, and international cooperation as conflicts continued to arise around the globe”, a new concept has started to arise (Hill, 2012, p. 245).

With an aim of conceptualizing IM, Singh and Qi (2013) analyzed IB documents that offer insights into the meaning of IM. In addition to this, the analysis of the IB learner profile provides valuable indications of the expected traits of internationally-minded individuals. The analysis revealed that IM is explicitly linked to the values, attitudes, knowledge, understanding, and skills related to multilingualism, intercultural understanding, and global engagement. Singh and Qi outlined that “Intercultural understanding is central to the IB understanding of IM, while global engagement and multilingualism are considered as contributing to students’ development of IM” (Singh & Qi, 2013, p. viii). The finding is also related to what Hill (2012) suggested. Moreover, Castro, Lundgren and Woodin analyzed a document and reviewed literature in 2013 to explore IM. Their findings are also consistent with Singh and Qi’s study. “Although the term international-mindedness is not widely used outside the IB and its related publications, the three components as underlying concepts cover a vast range of literature” (Castro, Lundgren & Woodin, 2013, p. 4). Hence, this framework of IM, along with its core principles, served as a guiding framework for the investigation conducted in this study.

The term “multilingualism” is derived from the combination of two words: “multi” and “lingualism”. “Multi” is a prefix that comes from the Latin word “multus” meaning “many” or “much.” It indicates the presence of multiple or many elements. On the other hand, “lingualism” is derived from the Latin word “lingua” which means “language”. It refers to the ability to speak, understand, or use a

particular language. Therefore, “multilingualism” refers to the state or condition of being able to use or speak multiple languages. It describes individuals who possess the ability to communicate effectively in more than one language. As Muller (2012) stated, individuals who are multilingual perceive the world in distinct ways compared to those who only speak one language. This is because language incorporates significant concepts and shapes one’s perspective about the world.

Regarding intercultural understanding, Deardorff (2006) defined it as the ability to interact in cross-cultural circumstances effectively and appropriately. In addition, it is emphasized that intercultural understanding goes beyond a mere understanding of cultures; it involves recognizing, appreciating, and adjusting to cultural differences (Deardorff, 2006). Additionally, Hiller and Wozniak (2009) noted that interculturally competent individuals demonstrate empathy and openness towards other cultures, engaging with people from different cultural backgrounds. Furthermore, Munro (2007) recommended that educators assist students in comprehending a subject from diverse cultural perspectives, as each interpretation holds distinct value.

Global engagement refers to the active involvement and participation in global issues, challenges, and opportunities. It entails recognizing the interconnectedness of the world and taking initiative to contribute to positive change at a global scale. Global engagement may involve activities such as promoting cross-cultural understanding, advocating for human rights, addressing global environmental concerns, supporting sustainable development, fostering international collaborations, and actively participating in global dialogue and decision-making processes. It is characterized by a sense of responsibility towards the well-being of the community and a commitment to make a positive impact on a global scale.

Through global engagement, students gain an awareness of the significance of social issues and are encouraged to demonstrate empathy towards the challenges faced by humanity and the planet. Schools play a vital role in helping students address various global issues, such as natural disasters, environmental concerns, hunger, and political conflicts, by fostering sensitivity, critical thinking, and problem-solving skills (Metli, 2018).

Today, being aware of global engagement and taking active role in terms of global issues are vital concerns of countries, organizations, and individuals to address various challenges and promote common goals. Sustainable Development Goals (SDGs) are one of the examples showing that global engagement plays a crucial role in reaching positive outcomes for the planet and its people. Thus, globally engaged individuals play a crucial role in the achievement of SDGs. In this study, SDGs are significant to assess global engagement, which is one of the core pillars of IM.

Sustainable Development Goals

Sustainable Development Goals are global objectives established by the United Nations (UN) to address a wide range of social, economic, and environmental challenges facing the world. These goals were adopted by all UN members in September 2015 as part of the 2030 Agenda for Sustainable Development (United Nations, 2015).

According to the UN (2015), there are 17 Sustainable Development Goals, each with a set of specific targets to evaluate progress. These SDGs are:

1. No Poverty: “End poverty in all its forms everywhere” (UN, 2015, p. 18).
2. Zero Hunger: “End hunger, achieve food security and improved nutrition, and promote sustainable agriculture” (UN, 2015, p. 18).

3. Good Health and Well-being: “Ensure healthy lives and promote well-being for all at all ages” (UN, 2015, p. 18).
4. Quality Education: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UN, 2015, p. 18).
5. Gender Equality: “Achieve gender equality and empower all women and girls” (UN, 2015, p. 18).
6. Clean Water and Sanitation: “Ensure availability and sustainable management of water and sanitation for all” (UN, 2015, p. 18).
7. Affordable and Clean Energy: “Ensure access to affordable, reliable, sustainable, and modern energy for all” (UN, 2015, p. 18).
8. Decent Work and Economic Growth: “Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all” (UN, 2015, p. 18).
9. Industry, Innovation, and Infrastructure: “Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation” (UN, 2015, p. 18).
10. Reduced Inequality: “Reduce inequality within and among countries” (UN, 2015, p. 18).
11. Sustainable Cities and Communities: “Make cities and human settlements inclusive, safe, resilient, and sustainable” (UN, 2015, p. 18).
12. Responsible Consumption and Production: “Ensure sustainable consumption and production patterns” (UN, 2015, p. 18).
13. Climate Action: “Take urgent action to combat climate change and its impacts” (UN, 2015, p. 18).

14. Life below Water: “Conserve and sustainably use the oceans, seas, and marine resources for sustainable development” (UN, 2015, p. 18).
15. Life on Land: “Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation and halt biodiversity loss” (UN, 2015, p. 18).
16. Peace, Justice, and Strong Institutions: “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels” (UN, 2015, p. 18).
17. Partnerships for the Goals: “Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development” (UN, 2015, p. 18).

These SDGs mentioned above are intended to guide global and national efforts to address pressing challenges and promote sustainable development by 2030.

Research Studies Done in the Area

In the field of educational research, understanding the underpinnings and ideologies that shape curriculum development is significant to the enhancement of teaching and learning practices. Several studies have been conducting to study curriculum ideologies of different subjects. The research study by Moea (2023) investigated the curriculum ideology in the Lesotho General Certificate of Secondary Education (LGCSE) English Language Syllabus. Document analysis was used as an instrument of data collection, and the LGCSE English Language syllabus was examined. This study revealed that the LGCSE English Language curriculum covers all four curriculum ideologies indicated by Schiro to different extents. The most dominant ideology is Learner Centered ideology because the curriculum aims to

improve the critical thinking abilities in learners to evaluate situations and make reasonable judgments. Likewise, Learner Centered ideology places emphasis on personal growth and the cultivation of maturity in individual learners (Bustin, 2018). It is followed closely by Social Efficiency ideology, Social Reconstruction ideology and Scholar Academic ideology respectively. As a result of this study, implementing programs about curriculum ideology awareness and conducting surveys before designing the curriculum to get the perspectives of educators were recommended (Moea, 2023).

Another study conducted by Soliman and Shaker (2022), focused on Egyptian English textbooks: New Hello Series to find out prominent ideology. English textbooks along with official documents of Ministry of Education (MoE) were analyzed. The general objectives of the New Hello curriculum are reinforcing and expanding students' understanding of English structures, functions, and vocabulary as well as enhancing students' strategies for handling language skills. During this phase, teachers' role is emphasized, while students' role as an active participant in the learning process is not strongly emphasized. This focus on Social Efficiency ideology aims to influence changes in the learners' behaviour, with teachers being expected to equip learners with a skill set for use in society (Harb & Thomure, 2020).

When it comes to the investigation of IM in textbooks, there are not many studies done regarding this area. The studies are mainly about the reflections of individuals about IM (Lai et al., 2014; Wright & Buchanan, 2017; Metli, 2020). Lai et al. explored how the concept of international mindedness is put into practice within International Baccalaureate Diploma Programs (IBDP) in the context of Hong Kong, with a specific emphasis on the teaching of the Chinese language. Nine

experienced Chinese language teachers, who held leadership roles in the Chinese department, from six International Baccalaureate (IB) schools in Hong Kong participated in this study. The study conducted individual, semi-structured interviews with these teachers, and thematic analysis was used to interpret data. The results identified a set of challenges, both internal and external. Internal challenges stemmed from the teachers' educational backgrounds, teaching philosophies, and their interpretation of the concept of international mindedness. External challenges were associated with the characteristics of the IB curriculum, subject matter, and the expectations of schools and parents regarding international mindedness. Teachers and schools have been employing various strategies to address these challenges, aiming to integrate international mindedness effectively into the curriculum. This research study put emphasis on the importance of tailoring educational approaches to the specific needs of each school and its teachers to promote international mindedness effectively (Lai et al., 2014).

Wright and Buchanan conducted another research study in 2017 to examine themes related to international mindedness and its' reflections on individuals' ongoing lives. 13 former IB students, ranging from 20 to 58, were interviewed and shared their reflections on their schooling experiences and how it contributed to the development of international mindedness. By gathering narratives from a diverse group of people who attended school over a period of more than 40 years, this research offers biographically insights into how education influences personal values, attitudes, and character development (Wright & Buchanan, 2017). The study found that the type of school individuals attended, categorized as either "national" or "international" significantly influenced their reflections on how IB program shaped their worldviews. For those who pursued IB in international schools highlight the

importance of cultural immersion in fostering comfort with and interest in cross-cultural engagement. In contrast, those educated in national schools associated their awareness of cultural, social, and political diversity more with the school's curriculum. Overall, the participants regardless of the type of school they attended met on a common ground. According to them, IM increases critical thinking skills, embraces diversity, and leads active involvement in the global community.

A more recent study by Metli (2020), introduced a revised framework designed to serve as a tool for defining, monitoring, and evaluating international mindedness. Both qualitative and quantitative data from students, teachers, and administrators from two different schools were gathered. One of these schools had a predominantly international staff and student, while the other primarily comprised Turkish nationals. Metli (2020) analyzed the data using the international mindedness conceptual framework introduced by Singh and Qi in 2013. Metli outlined that this revised framework can be integral to a school's strategic planning, serving as a guide for developing and evaluating IM, and adjusting in learning objectives and curriculum to enhance IM. Moreover, both teachers and students can apply this framework effectively. Teachers can diversify their activities and create rubrics to assess students' progress in developing IM. Meanwhile, students can keep portfolios with goals to track their process. Collaboration between students, teachers, school staff, and community members can help students enhance their knowledge and skills, self-reflect on their attitudes, create opportunities to challenge themselves and strengthen their autonomy (Metli, 2020).

CHAPTER 3: METHOD

Introduction

This chapter includes the layout of the study as well as the rationale behind it. It starts with outlining the research design and the methods which were used in the study to answer the research questions. Next, the context of the research, sampling and instrumentation are displayed. Finally, methods of data analysis are presented.

Research Design

This study is a qualitative research study and content analysis was used to analyze the English coursebook: Uplift for Grade 9 in terms of curriculum ideologies and international mindedness. The coursebook was published by Republic of Türkiye Ministry of National Education in 2022.

Content analysis, a technique applicable for both qualitative and quantitative analysis of written, spoken, or visual materials, has its origins in the 1950s, primarily within the realm of mass communication research (White & Marsh, 2006, p. 22). Kimberly Neuendorf and Klaus Krippendorff are among many academics that specialize in the field of content analysis. Neuendorf views the approach as mainly quantitative. Krippendorff, on the other hand, argues that verbal categories are also as valid as numbers. Thus, counting is not a primary requirement in content analysis. For Krippendorff (2004), content analysis is “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (p. 18). Qualitative content analysis has been described as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns”

(Hsieh & Shannon, 2005, p. 1278). So, content analysis aims to analyze content in an objective and systematic manner, often using predetermined criteria or categories.

As stated by Downe-Wamboldt (1992), content analysis “provides a systematic and objective means to make valid inferences from verbal, visual, or written data in order to describe and quantify specific phenomena” (p. 314). Cohen et. al (2007) put forward that “Content analysis can be undertaken with any written material, from documents to interview transcriptions, from media products to personal interviews” (p. 475). According to Marshall and Rossman (1999) “the raw material for content analysis may be any form of communication, usually written materials (textbooks, novels, newspapers, e-mail messages); other forms of communication – such as music, pictures or political speeches – may also be included” (p. 117). Regarding these explanations by Cohen and his colleagues, and Marshall and Rossman, Uplift, English coursebook for Grade 9, is considered as the raw material for the content analysis in the study.

There are two primary approaches to content analysis: conceptual analysis and relational analysis. Conceptual analysis involves coding content for specific words, concepts, or themes and then drawing inferences from the emerging patterns. On the other hand, relational analysis takes conceptual analysis further by examining the relationships between the identified concepts and themes within the analyzed text. While relational analysis is valued for its adaptability, this flexibility can pose challenges when research requires reliability and validity. Excessive flexibility could make it impossible to reproduce the research findings. Therefore, to ensure stability in the content analysis process, it is essential to employ a codebook, coding forms, established rules, and often involve more than one coder (Wilson, 2011). In this research study, conceptual content analysis was used to analyze the coursebook:

Uplift. Throughout the analysis, a conceptual framework based on the three pillars of international mindedness (*multilingualism, intercultural understanding, global engagement*) was followed.

Krippendorff suggested six components as a guideline for content analysis. They are “Unitizing, Sampling, Recording, Reducing, Inferring, and Narrating” (Krippendorff, 2013, p. 86). However, Krippendorff (2013) also stated that the ordering of six components of content analysis can be organized differently and there is not one universally objective chart to follow.

In this study, the basic steps were used in the content analysis is as follows (Adapted from Krippendorff, 2013, Chapter 4):

1. “Define the unit of analysis” (Zhang & Wildemuth, 2009, p. 3).
2. “Develop categories and a coding scheme” (Zhang & Widemuth, 2009, p. 3).
3. “Test your coding scheme on a sample of text” (Zhang & Widemuth, 2009, p. 4).
4. “Code all the text” (Zhang & Widemuth, 2009, p. 4).
5. “Assess your coding consistency” (Zhang & Widemuth, 2009, p. 5).
6. “Draw conclusions from the coded data” (Zhang & Widemuth, 2009, p. 5).
7. “Report your methods and findings” (Zhang & Widemuth, 2009, p. 5).

Context

The focus of this qualitative study is the English coursebook, Uplift, published by MoNE for Grade 9. The English curriculum for 9th - 12th Grades is pre-determined and written by a committee appointed by the Ministry. This curriculum has been designed in line with the general goals of Turkish National Education, defined in the Basic Law of the National Education No. 1739, along with

the Main Principles of Turkish National Education (Republic of Türkiye Ministry of National Education, 2018).

As outlined in the major philosophy and general objectives of Turkish National Education, the new curriculum strives to enhance understanding of humane, universal, moral, national, and cultural values and ethics, along with proficiency in both spoken and written communication abilities. The updated curriculum differs from the previous one by placing a strong emphasis on values education. It aims to convey specific key values, including respect, friendship, patience, honesty, self-control, love, justice, responsibility, patriotism, and altruism, in accordance with the intended learning outcomes. It is important to note that these values should not be treated as isolated concepts but rather should be integrated into the themes.

Another main difference of the new curriculum is the focus on communicative competence. Since English is regarded as a lingua franca as well as an international language in today's globalized world, learning English is now much more significant than before. To interact with different cultures and countries, English helps individuals to "cross borders literally and figuratively" (McKay, 2002, p. 81). Consequently, the new curriculum has been designed for high school students to help them use English actively, productively, and communicatively. As stated in 9th – 12th Grades English curriculum by Ministry of National Education (2018),

"The collaboration and support of all parties involved in the education system are vital in the successful implementation of the curriculum, which will help us achieve one of the most important goals of English language teaching: guiding our students to become productive, autonomous, and innovative individuals who are effective communicators of English in the global world."
(p. 19)

Sampling

In this study, the English coursebook published by Republic of Türkiye Ministry of National Education for Grade 9 was investigated in detail. The coursebook was written by a commission appointed by MoNE and published in 2022. The level and authors of the coursebook can be seen in Table 1. For this research study, “Uplift” was chosen through purposeful sampling because of its’ wider accessibility. In Türkiye, English coursebooks published by MoNE to study at state and private schools are freely distributed to all students and it is compulsory to study them at state schools.

The coursebook has been designed in accordance with the descriptive and pedagogical principals of The Common European Framework of Reference for Languages (CEFR). There are 10 different themes in Uplift (see Appendix A) and all the foreign language skills as Reading, Listening, Speaking, and Writing are addressed in the coursebook. The coursebook was investigated through the conceptual framework to provide better understanding of the curriculum goals of MoNE in terms of the representation of IM.

Table 1

The Coursebook Published by MoNE for Grade 9

Title	Grade/Level	Authors
Uplift*	9/A1-A2	Aynur YADİGAR ARTIRAN Berrin KODALAK KORKUTAN Esin ÖZEN Nezaket BİRGÜL AKTAŞ

*In “Uplift”, units are labelled as themes. Thus, the word “theme” was used in this study instead of “unit”.

Along with the coursebook “Uplift”, English curriculum for 9th – 12th Grades was also analyzed to understand major philosophy and general objectives to determine the dominant curriculum ideology behind it.

Instrumentation

The study used instruments to analyze the English curriculum and coursebook for Grade 9. Further information about these instruments is provided below. To understand the curriculum ideology/ideologies, Schiro’s curriculum analysis instrument was adapted as in Table 2. The source of data to analyze was the English curriculum for Grades 9 to 12, which was prepared by MoNE in 2018. The document involves major philosophy and general objectives of the English curriculum, guidelines for instructional purposes, assessment and evaluation tools, suggested materials for teachers and students, and learning outcomes. Hence, this document is the primary resource to find out the dominant curriculum ideology.

Table 2

The Standardized Data Collection Instrument Used for Identifying Curriculum Ideology (Adapted from Mnguni 2013 and Schiro 2013)

Purpose	Open-ended questions used to analyze the curriculum documents
To examine the English curriculum to determine its curriculum ideology	a) What is the aim of the curriculum? b) What kind of knowledge is prescribed in the curriculum? c) How is learning supposed to take place? d) What is the nature and the role of students in the learning process? e) What is the role of teachers during instruction? f) What is the purpose of assessment?

Standardized document analysis instrument was used to get reliable and valid results. As stated by Evans and Davies (2000), Nicholls (2003) and Mnguni (2018),

it is recommended to use standardized instrument which was previously used in other studies in order to carry out a document analysis. Thus, six open-ended questions, as presented in Table 2, were adapted from Schiro's (2013) standard inventory for curriculum analysis to identify a curriculum ideology. This inventory has been used successfully in previous studies. Responses to the questions were noted by the researcher to reach a conclusion.

After finding the dominant ideology/ideologies of the English curriculum, a framework which was designed to analyze the coursebook was used in this research study. The designed framework was based on multilingualism, intercultural understanding, and global engagement, which were known as three core pillars of IM. To create this framework, a number of documents (Hill, 2012; Bailey & Harwood, 2013; Castro et al., 2013; Singh & Qi, 2013) were reviewed.

Methods of Data Analysis

For the content analysis, Krippendorff's six components were used to determine the steps. These steps are:

1. "Define the unit of analysis" (Zhang & Wildemuth, 2009, p. 3).
2. "Develop categories and a coding scheme" (Zhang & Wildemuth, 2009, p. 3).
3. "Test your coding scheme on a sample of text" (Zhang & Wildemuth, 2009, p. 4).
4. "Code all the text" (Zhang & Wildemuth, 2009, p. 4).
5. "Assess your coding consistency" (Zhang & Wildemuth, 2009, p. 5).
6. "Draw conclusions from the coded data" (Zhang & Wildemuth, 2009, p. 5).
7. "Report your methods and findings" (Zhang & Wildemuth, 2009, p. 5).

(Adapted from Krippendorff, 2013, Chapter 4)

The unit of analysis for this research study is the English coursebook titled as “Uplift” for Grade 9. To analyze, a conceptual framework based on the research report about conceptualizing and assessing international mindedness by Castro et al. (2013) and a resource document titled as “The 2030 Agenda for Sustainable Development’s 17 Sustainable Development Goals” by UN (2020) were mainly used. The framework was designed with a focus on multilingualism, intercultural understanding, and global engagement. For multilingualism,

1. names from different nationalities,
2. languages mentioned in the coursebook,
3. any sign of encouragement to language learning were determined as three items to check the representation of multilingualism.

In terms of intercultural understanding,

1. developing knowledge of other cultural groups/countries,
2. appreciating own cultural values and beliefs,
3. developing positive attitudes to others (other cultural groups),
4. recognizing the wealth of diversity were considered as four items to review intercultural understanding.

To find out the representation of global engagement, 16 development goals were used as presented in Figure 1. The 17th development goal “Partnerships for the Goals” was not taken into consideration for this study since it covers the rest of the goals. More detailed information about the 17 SDGs can be found on the webpage of the United Nations (<https://sdgs.un.org/goals>).

Figure 1*Sustainable Development Goals*

From *Sustainable Development Goals*, by United Nations, 2023

(https://www.un.org/sustainabledevelopment/wp-content/uploads/2019/01/SDG_Guidelines_AUG_2019_Final.pdf). In the public domain.

After deciding the framework, a coding scheme was determined as suggested by Krippendorff. According to Maxwell (2005), “categorizing strategies (such as coding and thematic analysis)” were used to develop coding schemes (p. 96). Miles and Huberman (1994) defined coding as follows:

“Codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study. Codes usually are attached to “chunks” or varying size – words, phrases, sentences, or whole paragraphs, connected or unconnected to a specific setting.” (p.56)

In the light of this, a sample coding scheme to analyze the English coursebook “Uplift” in terms of multilingualism can be seen in Table 3.

Table 3

A Sample Coding Scheme for Multilingualism

Items to check Multilingualism	Code	Example
1. Names from different nationalities	Unit Number. M.1-Country	2.M.1-China
2. Languages mentioned	Unit Number. M.2-Language	4.M.2-English
3. Any sign of encouragement to language learning	Unit Number. M.3	5.M.3

As one of the representatives of multilingualism, 2.M.1-China was used as a code. “2” shows the number of the unit, “M” stands for Multilingualism; and “1-China” is for the first item of multilingualism as described in the framework. The same coding procedure was applied for intercultural understanding and global engagement.

Ensuring coder reliability is crucial in content analysis to maintain the consistency and accuracy of the coding process (Krippendorff, 2013). To achieve this, two coders analyzed the coursebook to get a reliable result. The framework,

which was used to investigate the coursebook, designed as a codebook to display coding scheme as shown in Table 3. There is a code for each sub-category and presented in detail to guide analyzers. Then, two coders practiced coding with an aim of providing an opportunity to identify and address initial discrepancies. Regular meetings and discussions were held between analyzers to clarify ambiguities and finalize the coding. To exemplify the coding process, a sample page from the analysis of the 9th Grade coursebook (p. 18) is displayed in Figure 2 below.

Figure 2

A Sample Page of the Analysis from Uplift

1B VARIETY IS THE SPICE OF LIFE

Reading

a Write the names of the countries and the nationalities under each photo.

1. GE.4d
1. GE.4e
1. GE.4g
(underlined)

1. Country: _____ Nationality: _____

2. Country: _____ Nationality: _____

3. Country: _____ Nationality: _____

4. Country: _____ Nationality: _____

5. Country: _____ Nationality: _____

6. Country: _____ Nationality: _____

b Scan the text and write the people's names on the photo below.

1. M.1-Türkiye
1. M.1-Greece
1. M.1-Brazil
1. M.1-Norway
1. M.1-India
1. M.1-Iran
(highlighted in blue)

Greetings from England

My name is Defne, and I am from Türkiye. I have a chemistry degree from Ankara University. My home town, Ankara, is the capital of Türkiye and is in the central part of the country. I have got a sister. Her name is Elif, and she is an exchange student in Germany.

1. M.2-English (highlighted in green)

I am a student at an English language school in Oxford. I really like the multicultural environment here. All my classmates are from different countries, and they all have different occupations. It is a great opportunity to learn about different cultures.

1. IU.3 (highlighted in gray)

Let me introduce my classmates to you. The first person in the photo is me. The young man next to me is Nico from Greece. He is a professional photographer. Nico is my best friend because we have got a lot of things in common. The young woman in the middle is Adriana. She is a graphic designer from Brazil. The one in the orange T-shirt is Heidi. She is a Norwegian architect. Rayaan is the young Indian man with a black turban. He is a software engineer. The woman next to him is Farah. She is from Iran, and she is a dentist.

1. M.3 (highlighted in pink)

I advise you to join a study abroad programme if you enjoy learning new languages. Studying abroad has many benefits, like discovering yourself, making friends from all over the world, and learning about different cultures.

1. IU.4 (highlighted in yellow)

Note. From *Uplift 9 (Student's Book)* (p. 18), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

CHAPTER 4: RESULTS

Introduction

This chapter presents the results of the study from the analysis of the English coursebook published by MoNE for Grade 9. It starts with an introduction. Then, the curriculum ideology of the English curriculum for upper secondary education is presented along with the learning outcomes of the English coursebook for Grade 9. Next, the relation between the curriculum ideologies proposed by Schiro and international mindedness is shown. Later, the findings related to the representations of IM focusing on three core pillars determined as multilingualism, intercultural understanding, and global engagement in the coursebook are displayed with tables.

The Curriculum Ideology behind the 9th - 12th Grades English Curriculum

To analyze the English curriculum for upper secondary education, the document about major philosophy and general objectives of the 9th – 12th Grades English curriculum, which was published by MoNE in 2018, was investigated in terms of its' aim, knowledge, learning, students, teaching, and assessment. Then, the learning outcomes of the 9th Grade English curriculum were analyzed, and each learning outcome is matched with the relevant curriculum ideology.

Table 4

The Aim of the English Curriculum

Guiding Question: What kind of knowledge is prescribed in the curriculum?	Relevant Curriculum Ideology
1. "...to engage learners of English in stimulating, motivating, and enjoyable learning environments" (MoNE, 2018, p. 4).	Learner Centered Ideology
2. "...to foster communicative skills in English among learners" (MoNE, 2018, p. 5).	Social Efficiency Ideology

Guiding Question: What is the aim of the curriculum?	Relevant Curriculum Ideology
3. "...to take all aspects of communicative competence into consideration in English classes by addressing functions and four skills of language in an integrated way and focusing on "How" and "Why?" in language" (MoNE, 2018, p. 5).	Social Efficiency Ideology
4. "...to foster learner autonomy" (MoNE, 2018, p. 6).	Learner Centered Ideology
5. "...to raise the awareness of universal, national, moral, humane and cultural values and ethics" (MoNE, 2018, p. 9).	Social Reconstruction Ideology
6. "...to transfer key values (friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism and altruism) to the learners in line with the learning outcomes" (MoNE, 2018, p. 9).	Social Reconstruction Ideology

Considering the aim of the curriculum, three curriculum ideologies, except Scholar Academic (SA) ideology, are adopted in a balanced way as presented in Table 4. In terms of Learner Centered (LC) ideology, learner autonomy, which is about a learner's ability to take initiative in their own learning journey, is explicitly emphasized in the curriculum. Schiro (2013) placed the learner at the heart of the educational process, focusing on the importance of tailoring instruction to meet the needs and interests of the learner. In this context, learner autonomy can be regarded as a key component of this ideology. When learners are encouraged to take control of their learning and become active participants in terms of shaping their educational experiences, it aligns with the principles of LC ideology. When it comes to Social Efficiency (SE) ideology, doing/taking an action is the aim of the subject, and educational outcomes are measured with students' ability to perform specific tasks and skills required in the workplace for Schiro (2013). The curriculum is often

designed to meet the demands of the society. Besides this, raising awareness of universal, national, moral, humane, and cultural values, and ethics is linked to Schiro's Social Reconstruction (SR) ideology because it posits that education should be a driving force for societal change and progress, with a focus on addressing social injustices and fostering a more equitable society. Thus, raising awareness of such values and ethics plays a crucial role. According to Schiro (2013), it is through an education that individuals start to become motivated to reconstruct society.

Table 5

The Nature of Knowledge of the English Curriculum

Guiding Question: What kind of knowledge is prescribed in the curriculum?	Relevant Curriculum Ideology
1. "...fostering learner autonomy is an important principle adopted in the new 9th-12th grades English curriculum" (MoNE, 2018, p. 6).	Learner Centered Ideology
2. "...learners are encouraged to be reflective in their own learning by recognizing and assessing their own needs, strengths, weaknesses as effective managers of their own learning" (MoNE, 2018, p. 6).	Learner Centered Ideology
3. "The key values that should be transferred to the learners in line with the learning outcomes are: friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism and altruism" (MoNE, 2018, p. 9).	Social Reconstruction Ideology
4. "Thematic unit organization encourages adolescent learners to make thematic connections related to language, social issues, and personal concerns" (MoNE, 2018, p. 13).	Learner Centered Ideology Social Reconstruction Ideology
5. "...an emphasis is given to speaking and listening skills to enable learners to practice communication and real-life use of language" (MoNE, 2018, p. 15).	Social Efficiency Ideology

Table 5 shows that LC and SR ideologies are adopted in a balanced way in terms of knowledge. LC Ideology supports the idea of learner autonomy, which is

mainly about encouraging students to assume control and responsibility for their own learning within and beyond the classroom. This emphasis on autonomy is fostered in the curriculum. Apart from this, Schiro's SR ideology, viewing education as a catalyst for social change and progress, is pointed out. The new English curriculum is aligned with the principles of SR, which seeks to equip individuals with the knowledge and social consciousness to understand and interpret the link between past and present (Schiro, 2013).

Table 6

The Learning Process in the English Curriculum

Guiding Question: How is learning supposed to take place?	Relevant Curriculum Ideology
1. "...collaboration among students is encouraged more than competition because collaborative activities are more in line with the natural process of language learning" (MoNE, 2018, p. 5)	Learner Centered Ideology
2. "Materials/Tasks address students' real-life language needs" (MoNE, 2018, p. 10).	Social Efficiency Ideology Social Reconstruction Ideology
3. "...it is desired to promote experiential learning and learning-by-doing among learners" (MoNE, 2018, p. 14).	Learner Centered Ideology
4. "The new curriculum encourages the integration of technology in all aspects of English language teaching and learning because technological tools match the dynamic and interactive nature of the language as well as the adolescents' interests and real-life experiences" (MoNE, 2018, p. 14).	Learner Centered Ideology

Considering learning, Schiro's LC ideology is the dominant one because it focuses on personalized learning experiences as outlined in Table 6. Experiential learning, as mentioned in the English curriculum for upper secondary education on page 14, complements this ideology by offering students some opportunities to actively engage with the materials through hands-on experiences. This approach

encourages students to learn by doing; and then reflecting, and applying knowledge acquired in real-world contexts. This transmission from school to real-life can be associated with SE and SR ideologies. However, the main point emphasized in the English curriculum is experiential and collaborative learning. These two are strongly highlighted in the curriculum. Collaborative learning provides students opportunities to engage with their peers to co-construct knowledge together. It encourages students to work together, share ideas, and solve problems, which aligns with the core principles of LC ideology. By emphasizing collaboration, students become more than passive recipients of information, which is pointed out by Schiro (2013); they become co-creators of knowledge.

Table 7

The Role of Students in the English Curriculum

Guiding Question: What is the nature and the role of students in the learning process?	Relevant Curriculum Ideology
1. "...communicate in English in the classroom at all times" (MoNE, 2018, p. 10).	Social Efficiency Ideology
2. "...are active participants who also provide input to each other during communicative activities" (MoNE, 2018, p. 10).	Learner Centered Ideology
3. "...constantly practice real-life English in various contexts to become effective communicators in English" (MoNE, 2018, p. 10).	Social Efficiency Ideology
4. "...practice all four language skills in an integrated way and parallel to first language acquisition process" (MoNE, 2018, p. 10).	Social Efficiency Ideology
5. "...are viewed as creative individuals who can produce language materials and tasks with the guidance of their teachers" (MoNE, 2018, p. 10).	Learner Centered Ideology
6. "...are encouraged to be autonomous in their own language learning inside and outside the classroom" (MoNE, 2018, p. 10).	Learner Centered Ideology

As can be seen in Table 7, it is hard to say that there is a dominant ideology in terms of the role of students. They are viewed as creative and active individuals who oversee their own learning. This is related to LC ideology which regards students as individuals who are at the core of the learning process (Schiro, 2013). In other words, they are free to make choices about what, how, and when they learn. Learner autonomy, which is highly pointed out in the English curriculum repeatedly, is one of the key components since it encourages students to be active participants in their own learning. Overall, all these aspects are related to the principles of LC ideology that emphasizes a more student centric approach. In addition, there is a relation with SE ideology as well since there is a strong emphasis on preparing students for practical demands in the real world. The concept of practicing real-life situations aligns with this ideology. By incorporating real-world scenarios and practical experiences into the educational process, students are better equipped to apply what they have learned to authentic situations. By bridging the gap between classroom learning and real-life application, the SE ideology encourages a more utilitarian approach to education, aiming to produce individuals who can make meaningful contributions to their communities and society (Schiro, 2013).

Table 8

The Role of Teachers in the English Curriculum

Guiding Question: What is the role of teachers during instruction?	Relevant Curriculum Ideology
1. "...communicate in English in the classroom at all times and act as good role models for students" (MoNE, 2018, p. 10).	Social Reconstruction Ideology
2. "...use a variety of interaction types (individual work, pair work, group work, whole class) during the lessons" (MoNE, 2018, p. 10).	Learner Centered Ideology

Guiding Question: What is the role of teachers during instruction?	Relevant Curriculum Ideology
3. "...present unfamiliar topics in English by building on what is familiar for students" (MoNE, 2018, p. 10).	Learner Centered Ideology
4. "...allow learners to discover meaning from context and/or given clues" (MoNE, 2018, p. 10).	Learner Centered Ideology
5. "...overlook students' mistakes or slips of the tongue during speaking activities and model the correct use of language instead or take notes to work on the mistakes later on as a whole class without referring to students' identities" (MoNE, 2018, p. 10).	Learner Centered Ideology
6. "...use praise and positive reinforcement in class to nurture the willingness and motivation for language learning" (MoNE, 2018, p. 10).	Learner Centered Ideology
7. "...give rationale behind language learning in general as well as specific language learning activities" (MoNE, 2018, p. 10).	Scholar Academic Ideology
8. "...encourage and train learners to learn how to learn English autonomously" (MoNE, 2018, p. 10).	Learner Centered Ideology

The curriculum adopts LC ideology with respect to the role of teacher. As seen in the items above in Table 8, teachers act as facilitators throughout the learning process rather than traditional authoritarian figures. This role of teachers in the educational process is closely related to Schiro's LC ideology which aims to create a student-centric educational experience that supports individual growth and meaningful learning.

Table 9

The Purpose of Assessment of the English Curriculum

Guiding Question: What is the purpose of assessment?	Relevant Curriculum Ideology
1. "...is used to promote and check learning in English, not as a negative reinforcement instrument" (MoNE, 2018, p. 10).	Learner Centered Ideology

Guiding Question: What is the purpose of assessment?	Relevant Curriculum Ideology
2. "...enables to assess authentic use of language with an emphasis on tools such as portfolios, projects, and/or communicative activities more than traditional assessment tools such as multiple choice, true/false, and/or fill-in-the blanks" (MoNE, 2018, p. 10).	Learner Centered Ideology
3. "...is geared toward assessing understanding, production, and use of analytical skills in English, not merely memorization of language structures or vocabulary" (MoNE, 2018, p. 10).	Learner Centered Ideology
4. "...allows the involvement of multiple feedback providers for different assessment tasks" (MoNE, 2018, p. 10).	Learner Centered Ideology

As displayed in Table 9, in the whole English curriculum for upper secondary education, assessment is viewed as subjective, and the purpose is to diagnose students' abilities to facilitate growth, which is closely linked to Schiro's LC ideology (2013). Norm and criterion reinforced assessment tools, which are associated with SA and SE ideologies, are not taken place in the curriculum. On the contrary, the emphasis is given to assessments such as self-assessments, peer evaluations, and reflective journals. This form of assessment allows students to reflect on their learning journey, set personal goals, and engage in self-directed feedback. Rather than relying on traditional standardized tests, by incorporating subjective assessment, educators can better support and guide students in their pursuit of personalized and meaningful learning experiences.

Learning Outcomes of the 9th Grade English Curriculum

To get a better perspective about the curriculum ideology behind the English coursebook Uplift, each learning outcome found in the coursebook was written down, and the relevant curriculum ideology was identified as seen in Table 10.

Table 10*The Learning Outcomes of the 9th Grade English Coursebook*

Themes*	Learning Outcomes	Relevant Curriculum Ideology
“Theme 1: Studying Abroad” (MoNE, 2018, p. 23).	1. “Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text” (MoNE, 2018, p. 23).	Scholar Academic Ideology
	2. “Students will be able to detect specific information about jobs/countries/ nationalities” (MoNE, 2018, p. 23).	Scholar Academic Ideology
	3. “Students will be able to recognize contracted forms of ‘am, is, are’ and ‘have/has’” (MoNE, 2018, p. 23).	Scholar Academic Ideology
	4. “Students will be able to introduce themselves and their family members” (MoNE, 2018, p. 23).	Learner Centered Ideology
	5. “Students will be able to ask and answer about their personal belongings” (MoNE, 2018, p. 23).	Learner Centered Ideology
	6. “Students will be able to ask for and give simple directions in simple phrases” (MoNE, 2018, p. 23).	Social Efficiency Ideology
	7. “Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and emails” (MoNE, 2018, p. 23).	Scholar Academic Ideology
	8. “Students will be able to find specific information in a simple text about jobs/nationalities/countries” (MoNE, 2018, p. 23).	Scholar Academic Ideology
	9. “Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form)” (MoNE, 2018, p. 23).	Social Efficiency Ideology
“Theme 2: My Environment”	1. “Students will be able to respond to the questions related to the topic of a	Learner Centered Ideology

Themes*	Learning Outcomes	Relevant Curriculum Ideology
(MoNE, 2018, p. 24).	recorded text/video” (MoNE, 2018, p. 24).	
	2. “Students will be able to locate the things as they listen to information about the instructions” (MoNE, 2018, p. 24).	Scholar Academic Ideology
	3. “Students will be able to differentiate /ɪ/ and /i:/ sounds. Eg. sit /sɪt/ seat /si:t/” (MoNE, 2018, p. 24).	Scholar Academic Ideology
	4. “Students will be able to ask about and describe their neighbourhood” (MoNE, 2018, p. 24).	Learner Centered Ideology
	5. “Students will be able to compare people, places and objects around them” (MoNE, 2018, p. 24).	Learner Centered Ideology
	6. “Students will be able to ask and answer questions about location of things and places” (MoNE, 2018, p. 24).	Learner Centered Ideology
	7. “Students will be able to read a simple text for specific information about their neighbourhood/city etc.” (MoNE, 2018, p. 24).	Scholar Academic Ideology
	8. “Students will be able to fill in a chart comparing cities in different countries/Turkey” (MoNE, 2018, p. 24).	Learner Centered Ideology
	9. “Students will be able to describe different environments in simple sentences and phrases” (MoNE, 2018, p. 24).	Learner Centered Ideology
“Theme 3: Movies” (MoNE, 2018, p. 25).	1. “Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text or video” (MoNE, 2018, p. 25).	Scholar Academic Ideology
	2. “Students will be able to reorder a recorded conversation about making invitations/ offers” (MoNE, 2018, p. 25).	Scholar Academic Ideology

Themes*	Learning Outcomes	Relevant Curriculum Ideology
	3. “Students will be able to differentiate /t/ sound from / θ / sound. Eg. ten /ten/ thin / θɪn/” (MoNE, 2018, p. 25).	Scholar Academic Ideology
	4. “Students will be able to express their opinions about free time activities” (MoNE, 2018, p. 25).	Learner Centered Ideology
	5. “Students will be able to ask about and tell the time and the date” (MoNE, 2018, p. 25)”. 6. Students will be able to talk about their preferences of hobbies and free time activities” (MoNE, 2018, p. 25).	Social Efficiency Ideology
	7. “Students will be able to act out a dialogue about accepting and refusing an invitation” (MoNE, 2018, p. 25).	Learner Centered Ideology
	8. “Students will be able to scan film reviews on blogs to decide which movie to see” (MoNE, 2018, p. 25).	Learner Centered Ideology
	9. “Students will be able to find the main idea of a text about movies” (MoNE, 2018, p. 25).	Scholar Academic Ideology
	10. “Students will be able to write their opinions on a blog” (MoNE, 2018, p. 25).	Learner Centered Ideology
	11. “Students will be able to write short text messages to invite their friends for a movie” (MoNE, 2018, p. 25).	Social Efficiency Ideology
	1. “Students will be able to identify the subject of a text with the help of familiar words” (MoNE, 2018, p. 26).	Scholar Academic Ideology
	2. “Students will be able to identify time expressions of daily routines” (MoNE, 2018, p. 26).	Scholar Academic Ideology
	3. “Students will be able to pronounce /s/ , /z/ and / ɪz/ sounds. Eg. runs /rʌns/ brings /brɪŋz/ watches /wɒtʃɪz/” (MoNE, 2018, p. 26).	Social Efficiency Ideology
“Theme 4: Human in Nature” (MoNE, 2018, p. 26).	4. “Students will be able to talk about their abilities” (MoNE, 2018, p. 26).	Learner Centered Ideology

Themes*	Learning Outcomes	Relevant Curriculum Ideology
“Theme 5: Inspirational People” (MoNE, 2018, p. 27).	5. “Students will be able to talk about their daily activities and the frequencies of those activities” (MoNE, 2018, p. 26).	Learner Centered Ideology
	6. “Students will be able to identify specific information in a simple written material such as short newspaper articles on effects of natural events” (MoNE, 2018, p. 26).	Scholar Academic Ideology
	7. “Students will be able to scan reading passages about people to find out different/unusual abilities” (MoNE, 2018, p. 26).	Scholar Academic Ideology
	8. “Students will be able to write about their friend’s daily life and the frequencies of their activities” (MoNE, 2018, p. 26).	Learner Centered Ideology
	9. “Students will be able to write a short paragraph about love for nature” (MoNE, 2018, p. 26).	Social Reconstruction Ideology
	1. “Students will be able to identify the descriptions of people’s appearances in a recorded text” (MoNE, 2018, p. 27).	Scholar Academic Ideology
	2. “Students will be able to practice /η / sound. Eg. Bringing /brɪŋɪŋ/” (MoNE, 2018, p. 27).	Social Efficiency Ideology
	3. “Students will be able to compare characteristics of different well-known people by expressing their opinions” (MoNE, 2018, p. 27).	Learner Centered Ideology
	4. “Students will be able to describe current actions in pictures” (MoNE, 2018, p. 27).	Learner Centered Ideology
	5. “Students will be able to scan a text for specific information” (MoNE, 2018, p. 27).	Scholar Academic Ideology
	6. “Students will be able to guess the meanings of unknown words from the contexts” (MoNE, 2018, p. 27).	Learner Centered Ideology

Themes*	Learning Outcomes	Relevant Curriculum Ideology
“Theme 6: Bridging Cultures” (MoNE, 2018, p. 28).	7. “Students will be able to write a text comparing characteristics of people by giving their opinions” (MoNE, 2018, p. 27).	Learner Centered Ideology
	8. “Students will be able to write a text describing their inspirational character” (MoNE, 2018, p. 27).	Learner Centered Ideology
	1. “Students will be able to detect specific information in public announcements at the airport / train station etc.” (MoNE, 2018, p. 28).	Scholar Academic Ideology
	2. “Students will be able to identify the most frequently used expressions to order food in a restaurant” (MoNE, 2018, p. 28).	Scholar Academic Ideology
	3. “Students will be able to differentiate /v/ and /w/ sounds” (MoNE, 2018, p. 28).	Scholar Academic Ideology
	4. “Students will be able to take part in a dialogue about ordering food at a restaurant/café” (MoNE, 2018, p. 28).	Social Efficiency Ideology
	5. “Students will be able to take part in conversations that can occur while travelling” (MoNE, 2018, p. 28).	Social Efficiency Ideology
	6. “Students will be able to use the most frequently used expressions to buy a flight/bus/train ticket” (MoNE, 2018, p. 28).	Social Efficiency Ideology
	7. “Students will be able to talk about some basic cultural differences of places they have visited” (MoNE, 2018, p. 28).	Learner Centered Ideology
	8. “Students will be able to scan short texts describing some famous cities in the world for specific information” (MoNE, 2018, p. 28).	Scholar Academic Ideology
	9. “Students will be able to get the main points of the informative texts related to intercultural differences” (MoNE, 2018, p. 28).	Scholar Academic Ideology

Themes*	Learning Outcomes	Relevant Curriculum Ideology
“Theme 7: World Heritage” (MoNE, 2018, p. 29).	10. “Students will be able to write a short message to leave at the reception desk for their parents” (MoNE, 2018, p. 28).	Learner Centered Ideology
	11. “Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons” (MoNE, 2018, p. 28).	Learner Centered Ideology
	1. “Students will be able to organize information on world heritage in a recorded text/video” (MoNE, 2018, p. 29).	Scholar Academic Ideology
	2. “Students will be able to respond to simple questions/ statements in a recorded interview” (MoNE, 2018, p. 29).	Learner Centered Ideology
	3. “Students will be able to sound natural producing “-ed” sounds in regular past verbs and the pronunciation of /wəz/ and /wɒz/” (MoNE, 2018, p. 29).	Social Efficiency Ideology
	4. “Students will be able to ask and answer simple questions in an interview about past times and past events” (MoNE, 2018, p. 29).	Learner Centered Ideology
	5. “Students will be able to give a short simple presentation about an ancient civilization they have searched before” (MoNE, 2018, p. 29).	Learner Centered Ideology
	6. “Students will be able to ask and answer the questions about a text related to the world heritage” (MoNE, 2018, p. 29).	Learner Centered Ideology
	7. “Students will be able to reorder the events in a short story” (MoNE, 2018, p. 29).	Scholar Academic Ideology
	8. “Students will be able to write a series of sentences about historical places they visited in the past” (MoNE, 2018, p. 29).	Learner Centered Ideology

Themes*	Learning Outcomes	Relevant Curriculum Ideology
“Theme 8: Emergency and Health Problems” (MoNE, 2018, p. 30).	1. “Students will be able to identify the most frequently used expressions about health problems” (MoNE, 2018, p. 30).	Scholar Academic Ideology
	2. “Students will be able to notice sentence intonation” (MoNE, 2018, p. 30).	Scholar Academic Ideology
	3. “Students will be able to ask for help from the emergency services in areas of immediate need” (MoNE, 2018, p. 30).	Social Efficiency Ideology
	4. “Students will be able to ask for and give advice about health problems” (MoNE, 2018, p. 30).	Learner Centered Ideology
	5. “Students will be able to express obligations, responsibilities and prohibitions in social life” (MoNE, 2018, p. 30).	Social Efficiency Ideology
	6. “Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently” (MoNE, 2018, p. 30).	Scholar Academic Ideology
	7. “Students will be able to prepare posters/leaflet/brochures about safety and health at work” (MoNE, 2018, p. 30).	Learner Centered Ideology
“Theme 9: Invitations and Celebrations” (MoNE, 2018, p. 31).	1. “Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call” (MoNE, 2018, p. 31).	Scholar Academic Ideology
	2. “Students will be able to recognise the most frequently used expressions related to shopping in a recorded text” (MoNE, 2018, p. 31).	Scholar Academic Ideology
	3. “Students will be able to practice “yod coalescence”. (Could you...? Would you ...?)” (MoNE, 2018, p. 31).	Social Efficiency Ideology

Themes*	Learning Outcomes	Relevant Curriculum Ideology
	4. “Students will be able to make and respond to suggestions/ requests” (MoNE, 2018, p. 31).	Social Efficiency Ideology
	5. “Students will be able to describe future plans and arrangements” (MoNE, 2018, p. 31).	Learner Centered Ideology
	6. “Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping” (MoNE, 2018, p. 31).	Learner Centered Ideology
	7. “Students will be able to find the supporting ideas in a text” (MoNE, 2018, p. 31).	Scholar Academic Ideology
	8. “Students will be able to write simple invitation letters” (MoNE, 2018, p. 31).	Learner Centered Ideology
	9. “Students will be able to write a short paragraph about their future plans” (MoNE, 2018, p. 31).	Learner Centered Ideology
	1. “Students will be able to put the events in a TV broadcast in order” (MoNE, 2018, p. 32).	Scholar Academic Ideology
	2. “Students will be able to practice /d/ and /ð/ sounds. Eg. Day /dei/ They /ðei /” (MoNE, 2018, p. 32).	Social Efficiency Ideology
	3. “Students will be able to make predictions about the future” (MoNE, 2018, p. 32).	Learner Centered Ideology
“Theme 10: Television and Social Media” (MoNE, 2018, p. 32).	4. “Students will be able to agree or disagree with others by giving their opinions” (MoNE, 2018, p. 32).	Learner Centered Ideology
	5. “Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation” (MoNE, 2018, p. 32).	Learner Centered Ideology
	6. “Students will be able to skim short and simple texts to draw a conclusion in terms of social media” (MoNE, 2018, p. 32).	Scholar Academic Ideology

Themes*	Learning Outcomes	Relevant Curriculum Ideology
	7. “Students will be able to write a comment on a topic via social media” (MoNE, 2018, p. 32).	Learner Centered Ideology

*In “Uplift”, units are labelled as themes. Thus, the word “theme” was used in this study instead of “unit”.

The learning outcomes show that LC and SA ideologies are represented preponderantly in the 9th Grade English coursebook. Out of 88 learning outcomes, 39 of them are relevant to the LC ideology, and 33 of them can be related to the SA ideology. This revealed that students are supposed to convey the knowledge they learn to form personal meanings. Moreover, they actualize themselves with activities like writing a text describing their inspirational character or talking about their daily activities and the frequencies of those activities. SA ideology is also represented in the learning outcomes, although not as much as LC ideology. According to Schiro (2013), “Knowledge gives the child the ability to understand. It has its source in objective reality as interpreted by the academic disciplines” (p. 211). In each theme, students are required to identify/detect/recognize some information in texts, recorded texts, or videos. That means, they do not need to perform, act on or create something new. The main point here is to understand what is provided.

Overall Result of the Curriculum Ideology of the 9th Grade Coursebook

The principles of four ideologies (Scholar Academic, Social Efficiency, Learner Centered, Social Reconstruction) can be seen throughout the curriculum; however, LC ideology is the dominant one overall in terms of several aspects (aim, knowledge, learning, the student, teaching, assessment) addressed by Schiro (2013), and the learning outcomes prepared by the MoNE.

The leading characteristics of adolescents, their interests and preferences are taken into consideration while designing the curriculum. The themes and topics of the curriculum were selected with the help of a focus group of students in 9th - 12th grades via survey based on their interests. Hence, a wide range of topics from human rights to social media are included in the curriculum to raise awareness. In addition to this, for each grade, 10 units with interrelated themes are organized in such a way that students can make connections. With this, promoting learner autonomy is aimed in order to make students responsible for their own learning. In other words, students are regarded as active agents. Instructional materials are preferred to be authentic materials and they are chosen to contribute experiential learning, self-discovery, and learning-by-doing. To assess students, authentic assessment tools are preferred other than traditional assessment tools. Formative evaluation is the primary concern rather than summative evaluation. The learning outcomes of each theme are designed to put students at the center of the learning process. All of these are the key concepts emphasized in the curriculum, and they are associated with LC ideology.

The Relation between the Curriculum Ideologies and IM

Scholar Academic Ideology and IM

Scholar Academic (SA) ideology emphasizes a structured and disciplinary-focused approach and aims to the mastery of subject matter within traditional academic domains (Schiro, 2013). In contrast, IM focuses on interdisciplinary understanding, encouraging individuals to explore the knowledge across various cultural contexts. Regarding learning, SA ideology tends to emphasize a more standardized and traditional approach while IM places a greater emphasis on experiential learning in a global context. Students are viewed as receivers of knowledge, and they study to master in a subject matter in SA ideology. Students are

considered as active global citizens to embrace diversity, appreciate different perspectives, and develop intercultural competence in IM. Teachers play distinct roles in these perspectives. In SA ideology, teachers are typically seen as knowledge transmitters while they are in the role of facilitators to navigate students for a diverse and interconnected world. Assessment strategies differ as well. SA ideology relies on traditional forms of assessment that measure content mastery through standardized testing. In IM, assessment methods may include a more diverse range of tools like project-based assignments and collaborative activities.

In terms of the relation between SA ideology and the core pillars of IM, SA ideology focuses on the mastery of knowledge; thus, the integration of multiple languages into the curriculum and the mastery in this subject matter not only supports cognitive development but also promotes IM. In SA ideology, multilingualism serves as a bridge, and enables individuals to access a diverse range of academic resources and facilitates collaboration across linguistic boundaries. The inclusion of intercultural understanding fosters an environment individuals develop the skills to appreciate cultural differences. Moreover, the curriculum can be designed in such a way that goes beyond traditional boundaries and includes global issues to connect academic knowledge to global problems. These integrations provide a broader context for learning and align with the principles of IM. As a result, certain aspects of SA ideology can be adapted to promote IM. For instance, teachers can integrate interdisciplinary connections into subjects. By exploring the relations between subjects, students can gain a more holistic understanding. Moreover, educators can enrich the curriculum by incorporating global perspectives with an aim of fostering appreciation for different worldviews.

Social Efficiency Ideology and IM

Social Efficiency (SE) ideology fosters practical and utilitarian skills, highlighting the acquisition of competencies for efficient workforce, and IM prioritizes an interconnected understanding of knowledge that transcends cultural boundaries to develop a global perspective. In terms of learning, SE ideology tends to favor predetermined outcomes to meet societal needs while IM promotes experiential learning. Students, under SE ideology, are viewed as future workforce; nevertheless, they are considered as global citizens from the perspective of IM. Teachers are the transmitters of practical skills in SE ideology while they are in the role of facilitators in IM. Assessment methods in SE ideology emphasize measurable outcomes and job-related skills to foster workforce based on the needs of the society. In IM, assessment methods include a variety of activities which are designed to foster IM.

SE ideology does not explicitly focus on IM; however, educators can use this ideology to promote IM. By recognizing the importance of preparing individuals for a world that has become interconnected, the skills that are necessary for the globalized job market can be transferred to individuals. Hence, being proficient in multiple languages, which is considered as one of the key assets of the job market in today's globalized world, can be encouraged to lead students to learn new languages. Proficiency in multiple languages aligns with IM by facilitating communication. Educators following SE ideology incorporate intercultural understanding into the curriculum to improve effective communication skills for a diverse and globalized workplace. Because of this, individuals are equipped with the interpersonal skills necessary for success in a global work environment. Moreover, this ideology can be adapted to raise globally engaged individuals who are not only well-prepared for

specific roles in the workforce but also possess the global competencies necessary for active engagement in a global community. To exemplify, teachers can include case studies and projects that require students to address real-world global challenges. Furthermore, showing some examples of successful global industries and enterprises within the curriculum can provide students with new insights into the global dimensions of their chosen fields.

Learner Centered Ideology and IM

Learner Centered (LC) ideology promotes personalized learning experiences and IM emphasizes a comprehensive and global perspective in knowledge. In the learning process, both are in the favor of valuing student engagement and active participation. LC ideology focuses on individualized and experiential learning, and IM encourages collaborative and cross-cultural experiences to broaden students' horizons. Students, under both perspectives, are seen as active learners and teachers act as facilitators, but their approach is different. In LC ideology, teachers are in the role of adapting instruction based on individual needs while they guide and navigate students to understand diverse perspectives in a globalized world in IM. Assessment in LC ideology is often formative and focuses on individual progress. IM also aligns with these assessment methods, but the emphasis is on the evaluation of cultural awareness and the ability to apply knowledge in a global context. To conclude, LC ideology and IM differ in terms of their focus on personalized learning versus a global and culturally enriched educational experience.

LC ideology can facilitate language learning by allowing individuals to choose languages to study based on their interests. This aligns with IM by promoting multilingualism and effective communication across cultures through proficiency in different languages. Besides this, educators foster intercultural understanding by

tailoring learning experiences to the diverse backgrounds and interests of individual students. Discussions about cultural differences and similarities can be held to lead students to reflect on their own beliefs and values. Global engagement can be promoted by tailoring learning experiences to students' interests to encourage them to explore global issues relevant to their passions. For instance, the projects addressing real-world global challenges can lead students to develop a sense of responsibility for the global world. Furthermore, collaborative projects that involve students from different cultural backgrounds can be given to encourage cross-cultural interactions. The emphasis put on personalized learning provides educators with an opportunity to integrate global perspectives into the education. By incorporating global themes and diverse cultural perspectives, teachers can tailor learning experiences, and help students to expose a variety of worldviews.

Social Reconstruction Ideology and IM

Social Reconstruction (SR) ideology focuses on understanding societal structures and advocating for social change through education (Schiro, 2013). IM also emphasizes a global perspective, supporting an awareness of diverse cultures and intercultural understanding. Learning is oriented towards critical analysis of social issues in SR ideology while IM promotes collaborative learning experiences that transcend cultural boundaries. Students are seen as agents of change, actively participating in societal transformation in SR ideology. IM views students as global citizens. Teachers, in both SR ideology and IM, are facilitators of the societal change. Assessment strategies include evaluating students' contributions to social transformation in the local context in SR ideology. Nonetheless, in IM, assessing students' ability to engage in a global context is pointed out. These perspectives

reveal the contrast between a focus on societal transformation in the local context in SR ideology and a global perspective in IM.

Within the framework of SR ideology, multilingualism can function as a tool for social reconstruction, enabling individuals to communicate in a multicultural and interconnected world. Through language acquisition and understanding, individuals are equipped to engage effectively in cross-cultural dialogues. Besides this, intercultural understanding can be promoted by guiding students to address and analyze inequalities on both local and global scales. SR ideology mainly focuses on education as a means of addressing societal issues and promoting social change (Schiro, 2013). Hence, this ideology refers to social issues for a change. Educators might include global problems such as poverty, environmental sustainability, gender equality and human rights in an international context. By this way, students can be encouraged to recognize their roles as responsible global citizens. Teachers can incorporate global collaboration by connecting students with peers from different parts of the world, allowing them to work together on projects that address global issues. By adapting this ideology with IM, educators can contribute to the development of individuals who are not only socially conscious within their local communities but also possess a global mindset, understanding their role in solving global issues on an international scale.

The Analysis of the 9th Grade English Coursebook in terms of IM

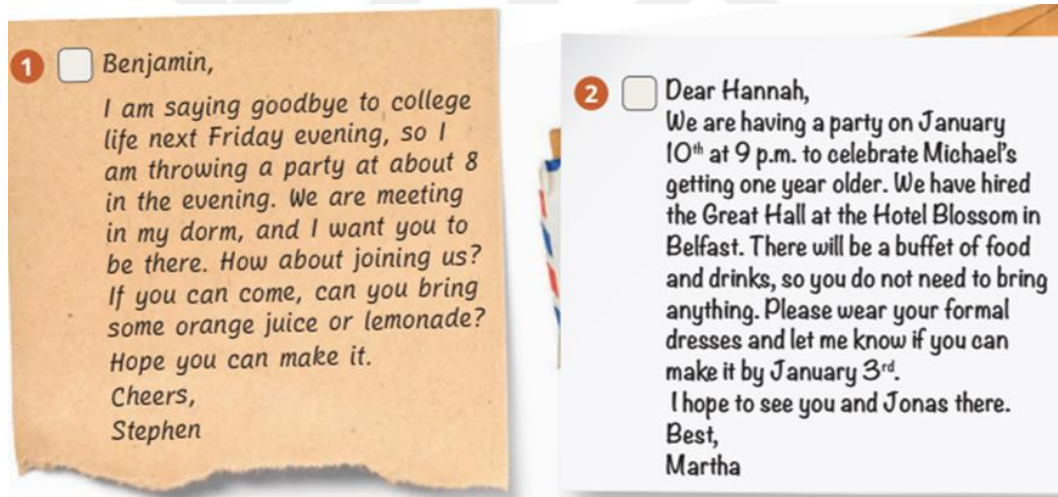
The English coursebook Uplift for Grade 9 was investigated in terms of IM, focusing on three core pillars of it as multilingualism, intercultural understanding, and global engagement.

Multilingualism

Multilingualism in Grade 9 English coursebook Uplift was analyzed through 3 aspects based on the framework presented in Chapter 3. Names in the coursebook were written down, and the countries these names represent were also added to the list. While analyzing, some names were removed because they might be associated with more than one country since there was not a context to understand the country represented as seen in the figures 3, 4, 5 and 6 below. After analyzing names, the languages in the coursebook and the signs of encouragement to language learning were investigated respectively.

Figure 3

A Sample Extract from Uplift Showing Names Excluded



Note. Benjamin, Stephen, Hannah, Michael, and Martha were not taken under review since the context is not clear to understand the country. From *Uplift 9 (Student's Book)* (p. 102), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

Figure 4

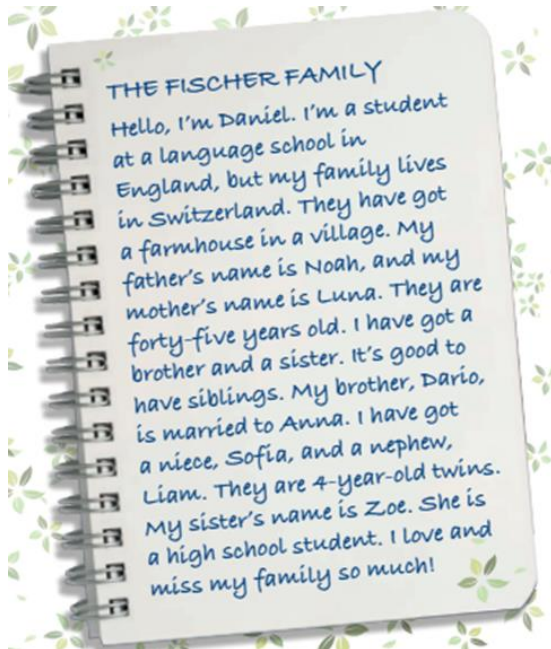
A Sample Extract from Uplift Showing Names Excluded

Dede Korkut is a mythical wise man who appears in epics, stories, and tales. According to some sources, Dede Korkut was from the Bayat tribe of the Oghuz and was the son of a cult figure, Kara Hodja. He appeared in the time of the ninth ruler, Inal Sır Yavkuy, and he was the consultant of the tenth ruler, Kayı Inal Khan, and three Oghuz rulers after him.

Note. Fictional characters like Dede Korkut, Kara Hodja, Inal Sır Yavkuy and Kayı Inal Khan were not taken under review since these names are related to Oghuz Turks; thus, they do not represent a country. From *Uplift 9 (Student's Book)* (p. 78), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

Figure 5

A Sample Extract from Uplift Showing Names Included



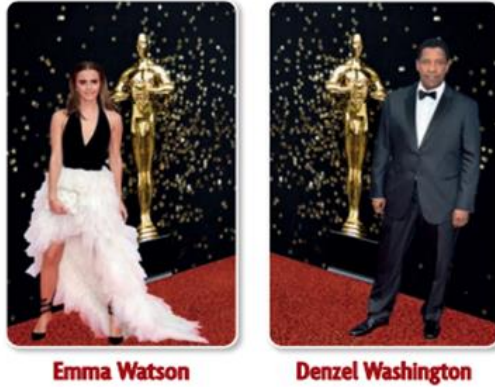
Note. Daniel Fischer, Noah, Luna, Dario, Anna, Sofia, Liam, and Zoe were taken under review since a Swiss family is introduced in the text. From *Uplift 9 (Student's*

Book) (p. 17), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

Figure 6

A Sample Extract from Uplift Showing Names Included

e.g. Emma Watson is very beautiful with her long brunette hair. She is wearing high heels.



Note. Emma Watson and Denzel Washington were taken under review since they are famous people; thus, their nationalities are known. From *Uplift 9 (Student's Book)* (p. 57), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

The summary findings of the names in the coursebook, and the countries associated with them are presented in Table 11.

Table 11

The Summary Findings of the Names

Themes	Names and Countries
“Theme 1: Studying Abroad” (MoNE, 2018, p. 23).	Juma Bashir - Somalia
	Daniel Fischer - Switzerland
	Noah - Switzerland
	Luna - Switzerland
	Dario - Switzerland
	Anna - Switzerland
	Sofia - Switzerland
	Liam - Switzerland

Themes	Names and Countries
	Zoe - Switzerland
	Defne - Türkiye
	Elif - Türkiye
	Nico - Greece
	Adriana - Brazil
	Heidi - Norway
	Rayaan - India
	Farah - Iran
	Stephen - England
“Theme 2: My Environment” (MoNE, 2018, p. 24).	Emma - Germany
	Sulejman - Bosnia and Herzegovina
	Noah - Scotland
“Theme 3: Movies” (MoNE, 2018, p. 25).	Mahavir Phogat - India
	Aamir Khan - India
	Ryan Reynolds - Canada
“Theme 4: Human in Nature” (MoNE, 2018, p. 26).	Ralph Waldo Emerson - America
“Theme 5: Inspirational People” (MoNE, 2018, p. 27).	Stephen Curry - America
	Emma Watson - England
	Denzel Washington - America
	Penelope Cruz - Spain
	Mohamed Salah - Egypt
	Marie Curie - France
	Ed Sheeran - England
	Mahatma Gandhi - India
	Nelson Mandela - South Africa
	Martin Luther King Jr. - America
	Karsu Dönmez - Türkiye
“Theme 6: Bridging Cultures” (MoNE, 2018, p. 28).	-
“Theme 7: World Heritage” (MoNE, 2018, p. 29).	Homer Taylor - America
	Professor Uluçam - Türkiye
“Theme 8: Emergency and Health Problems” (MoNE, 2018, p. 30).	-
“Theme 9: Invitations and Celebrations” (MoNE, 2018, p. 31).	-
	-

Themes	Names and Countries
“Theme 10: Television and Social Media” (MoNE, 2018, p. 32).	

Table 11 shows that 37 names are found in the entire coursebook, and 18 different countries are represented with these names. The countries are listed in the order they appear in the coursebook. These countries are Somalia, Switzerland, Türkiye, Greece, Brazil, Norway, India, Iran, England, Germany, Bosnia and Herzegovina, Scotland, Canada, America, Spain, Egypt, France, and South Africa. This reveals that a wide variety of countries from Asia to South America, and the names associated with these countries are represented, which is a good sign for Multilingualism. Table 12 displays that Swiss names are found in the coursebook eight times, which is the maximum number. It is followed by America, India, Türkiye, and England respectively.

Table 12

The Summary Findings of the Countries

Countries	The number of times the country appears in the coursebook
Switzerland	8
America	5
India	4
Türkiye	4
England	3

English and Japanese are the languages mentioned in the coursebook Uplift as presented in Table 13. In Themes 1 and 5, English is seen while Japanese is found in Theme 2. In addition, only in Theme 1, English as a language is mentioned twice. Throughout the coursebook, the languages are taken place for four times. Three of them are belong to the language English, and the remained one is Japanese. To

convey the concept of multilingualism, there should have been more languages to appreciate linguistic diversity with an aim of encouraging individuals to learn new languages spoken in different parts of the world. By this way, it is easier to gain access to different cultural perspectives embedded within those languages. Overall, the findings revealed that there is a lack of representation of languages in Uplift.

Table 13

The Summary Findings of the Languages

Themes	Languages mentioned
“Theme 1: Studying Abroad” (MoNE, 2018, p. 23).	English
“Theme 2: My Environment” (MoNE, 2018, p. 24).	Japanese
“Theme 5: Inspirational People” (MoNE, 2018, p. 27).	English

Regarding the sign of encouragement to language learning, only in 2 themes out of 10, there are some signs encountered. The titles of these themes are “Studying Abroad” and “Inspirational People”. Since Theme 1 is all about studying abroad, speaking languages is highlighted a lot. By directing a question like “*How can you greet people in different languages? Give examples.*” on page 16 leads to a brainstorming activity about different languages and provides a chance for individuals to learn a few words from other languages. Moreover, in a multicultural setting like language schools, where individuals come from different countries and backgrounds, multilingualism becomes a natural consequence. This implies that exposure to multiple languages in a multicultural environment not only facilitates linguistic diversity but also cultivates a deep appreciation for various cultures as can be seen in Figure 7 showing an extract from a reading text on page 18 in Uplift.

Figure 7

An Extract from a Text “Greetings from England”

Let me introduce my classmates to you. The first person in the photo is me. The young man next to me is Nico, from Greece. He is a professional photographer. Nico is my best friend because we have got a lot of things in common. The young woman in the middle is Adriana. She is a graphic designer from Brazil. The one in the orange T-shirt is Heidi. She is a Norwegian architect. Raya is the young Indian man with a black turban. He is a software engineer. The woman next to him is Farah. She is from Iran, and she is a dentist.

I advise you to **join** a study abroad programme if you enjoy learning new languages. Studying abroad has many **benefits**, like discovering yourself, making friends from all over the world, and learning about different cultures.

Note. From *Uplift 9 (Student's Book)* (p. 18), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

Theme 5, Inspirational People, presents some examples of inspirational people as the name of the theme suggests. In the coursebook, as an inspirational person, Karsu Dönmez is introduced in a text on page 62, as shown in Figure 8. Her ability to speak more than one language is emphasized with a statement “*She can speak a few languages very well*”. Karsu Dönmez is given in this text as a person who can inspire people and including her ability of speaking a few languages is a way of encouragement to language learning.

Figure 8

A Text about Karsu Dönmez

To me, Karsu Dönmez is one of the most talented singers, pianists, and composers. She is a 32-year-old Turkish-Dutch singer from Amsterdam. She has got long, wavy, brown hair and is a young, talented, and gorgeous woman. I can say that she is more modest about her achievements and respectful of her audience than many celebrities. She says she is working very hard to give her audiences a much better musical performance than the previous ones. She can speak a few languages very well. She is always on tour; she performs in many countries around the world and introduces Türkiye and Turkish culture at her concerts. She also gives a lot of concerts to help refugees.

Note. From *Uplift 9 (Student's Book)* (p. 62), by A. Yedigöller Artıran, B. Kodlak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

Intercultural Understanding

Table 14 presents the findings of the analysis in terms of intercultural understanding. Except Themes 8 and 10, all the other themes include a few items, which are considered as the indicators of intercultural understanding. These items and their coding scheme were predetermined in Chapter 3, and they are:

1. Developing knowledge of other cultural groups/countries (IU.1)
2. Appreciating own cultural values and beliefs (IU.2)
3. Developing positive attitudes to others (other cultural groups) (IU.3)
4. Recognizing the wealth of diversity (IU.4)

Table 14

The Summary Findings of Intercultural Understanding

Themes	Intercultural Understanding
“Theme 1: Studying Abroad” (MoNE, 2018, p. 23).	IU.1 Developing knowledge of other cultural groups/countries IU.3 Developing positive attitudes to others (other cultural groups) IU.4 Recognizing the wealth of diversity

Themes	Intercultural Understanding
“Theme 2: My Environment” (MoNE, 2018, p. 24).	IU.1 Developing knowledge of other cultural groups/countries IU.2 Appreciating own cultural values and beliefs
“Theme 3: Movies” (MoNE, 2018, p. 25).	IU.1 Developing knowledge of other cultural groups/countries
“Theme 4: Human in Nature” (MoNE, 2018, p. 26).	IU.1 Developing knowledge of other cultural groups/countries
“Theme 5: Inspirational People” (MoNE, 2018, p. 27).	IU.2 Appreciating own cultural values and beliefs IU.3 Developing positive attitudes to others (other cultural groups)
“Theme 6: Bridging Cultures” (MoNE, 2018, p. 28).	IU.1 Developing knowledge of other cultural groups/countries IU.2 Appreciating own cultural values and beliefs IU.3 Developing positive attitudes to others (other cultural groups)
“Theme 7: World Heritage” (MoNE, 2018, p. 29).	IU.1 Developing knowledge of other cultural groups/countries IU.2 Appreciating own cultural values and beliefs
“Theme 8: Emergency and Health Problems” (MoNE, 2018, p. 30).	-
“Theme 9: Invitations and Celebrations” (MoNE, 2018, p. 31).	IU.1 Developing knowledge of other cultural groups/countries IU.2 Appreciating own cultural values and beliefs
“Theme 10: Television and Social Media” (MoNE, 2018, p. 32).	-

Theme 1 “Studying Abroad” is one of the two themes that include three different items related to intercultural understanding. With an aim of developing knowledge of other countries and their languages, a question “*How can you greet people in different languages?*” is addressed on page 16 to lead a brainstorming activity about other countries. The reading text “Greetings from England” on page

18, which can be found in Figure 9, is an example that shows two items, which are developing positive attitudes to others and recognizing the wealth of diversity. In order to convey these items, the multicultural environment and the friendship built among individuals from different countries such as Greece, Brazil, Norway and Iran are stressed in the text.

Figure 9

The Text “Greetings from England”

I am a student at an English language school in Oxford. I really like the **multicultural** environment here. All my classmates are from different countries, and they all have different **occupations**. It is a great **opportunity** to learn about different cultures.

Let me introduce my classmates to you. The first person in the photo is me. The young man next to me is Nico, from Greece. He is a professional photographer. Nico is my best friend because we have got a lot of things in common. The young woman in the middle is Adriana. She is a graphic designer from Brazil. The one in the orange T-shirt is Heidi. She is a Norwegian architect. Rayaana is the young Indian man with a black turban. He is a software engineer. The woman next to him is Farah. She is from Iran, and she is a dentist.

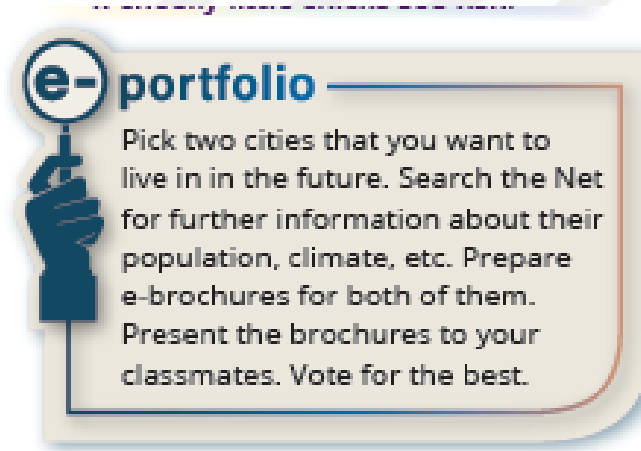
I advise you to **join** a study abroad programme if you enjoy learning new languages. Studying abroad has many **benefits**, like discovering yourself, making friends from all over the world, and learning about different cultures.

Note. From *Uplift 9 (Student's Book)* (p. 18), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

In Theme 2 “My Environment”, 20 different countries are found in various texts to provide knowledge about these countries. For instance, individuals learn about the life in a big city in Germany, in a small village located in Bosnia and Herzegovina, and in a small town in Scotland. Additionally, they gain knowledge about the largest cities in the world with more than 20 million people. Finally, in a reading text about Manaus, Quebec City and Ica, they develop their knowledge with regard to the population, the area that they cover, the climate and the natural beauties in these cities. After this reading, individuals are also expected to prepare an e-brochure about two cities that they want to live in the future as presented in Figure 10.

Figure 10

E-Portfolio Assignment about Cities



Note. From *Uplift 9 (Student's Book)* (p. 33), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

In this theme, it is also aimed to appreciate one's own cultural values and beliefs. To do this, the life in small towns and big cities in Türkiye are compared as can be seen in Figure 11.

Figure 11*Group Work Activity*

Work in groups. Talk about which place in *Exercise a* is the best for you as in the example.

e.g.

I love green and quiet places like the Ayder Plateau. People in small towns are not in a rush to catch buses, get to work, or go to school. Living in nature, in my opinion, is always good for our health.

I love big cities because I can find everything I need there. People are busy with their jobs and doing activities like going to the cinema and concerts. İstanbul is perfect for me.

Note. From *Uplift 9 (Student's Book)* (p. 31), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

There are not many items found in Themes 3 and 4 to foster intercultural understanding. Only on page 41, there is a short text about etiquette rules in the US in terms of accepting or rejecting an invitation (Figure 12).

Figure 12*A Text about the Etiquette Rules in the US*

In the US, if someone does not accept an invitation, it is rude to insist. You should not ask for a second time. A direct answer, yes or no, is enough. They also use phrases that sound like invitations, but they are not. For example, "We should meet sometime." or "You will have to visit us sometime."

**How is it with your country?
Do you keep insisting if
someone does not accept your
invitation?**

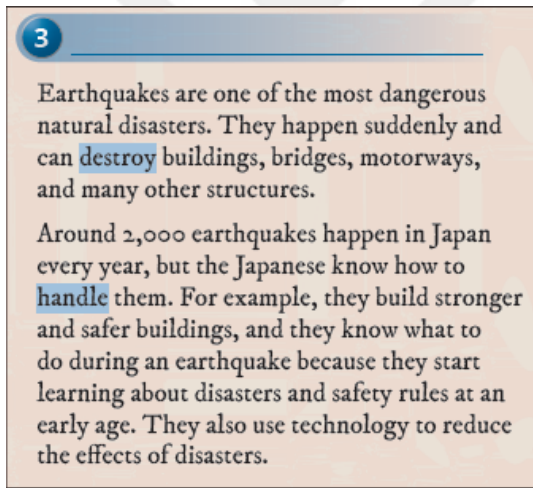
**Discuss it with your classmates.
Give examples.**

Note. From *Uplift 9 (Student's Book)* (p. 41), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

When it comes to Theme 4, there are three short texts on page 48 about some natural disasters that happen in the US, Greece, Türkiye, Italy and Japanese as shown in Figure 13. Followed by comprehension activities, it is aimed to teach what kind of natural disasters might happen in these countries, and the way they overcome these challenges.

Figure 13

A Text about Earthquakes



Note. From *Uplift 9 (Student's Book)* (p. 48), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

Some foreign inspirational figures along with their achievements are presented in Theme 5. Seeing them as people who inspire a lot of people implies the idea of developing positive attitudes to others, in this context - other people in need. On page 62, as an inspirational person, Karsu Dönmez is introduced (Figure 8). Her

attempts to introduce Türkiye and Turkish culture at her concerts is a way of appreciating Turkish culture, which is related to the second item.

In Theme 6, three items related to intercultural understanding are represented in different texts. In this theme, eating habits and tipping etiquette of Japanese people, and table manners of the UK, India, Egypt, Mexico, and China are presented on pages 67, 68, 69 and 71. In this way, individuals develop their knowledge about these countries. To exemplify, follow-up questions after the reading text “Dining Etiquette: A Guide to Table Manners around the World” on page 69, presented in Figure 14, prompts individuals to think about the places they have visited, heard, or read to discuss the cultural differences. Furthermore, an instruction about tipping etiquette in two different countries after reading about the Japanese way of tipping encourages individuals to learn more about other countries’ approach.

Figure 14

An Activity about Table Manners

Think of the places you have visited, heard, or read about on the Net. Take notes on the table about the cultural differences there.

Body Language	
Dress	
Food	
Manners and Customs	

Note. From *Uplift 9 (Student’s Book)* (p. 69), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

On page 72, as can be seen below (Figure 15), there is a text about the culture of Spain and Italy, and this is also related to the first item of intercultural understanding. Besides this, including a similar text about İstanbul on the same page implies the appreciation of our own culture.

Figure 15

Reading Texts about Madrid, Rome and İstanbul



Madrid, Spain

Madrid is the capital and largest city of Spain. It has got many museums, palaces, art galleries, and architectural structures that are the symbols of Spanish culture. The most famous one is Plaza Mayor, a huge square built in 1619 as a marketplace.

The city is so alive and dynamic; you can see flamenco performances in the streets until late night. Spanish cuisine also makes you feel hungry most of the time. *Tortilla de Patata*, known as the Spanish omelette, is one of the most famous dishes in the city.





Rome, Italy

Rome is the capital city of Italy, and just like İstanbul, it lies on seven hills. The Colosseum, the most famous historical building in Rome, stands on one of these hills. The city has a unique Baroque architecture; one of these structures, the Pantheon, is the oldest of all Roman structures.

Italian cuisine is also very rich. The most famous dishes are pasta and pizza. I advise you to eat the best pizza and pasta that you can taste in your life.



I really want to visit İstanbul one day because I believe that it is one of the most beautiful cities in the world. I would love to see the Bosphorus and the Princes' Islands. I love seeing historical places, so Hagia Sofia Grand Mosque and the Blue Mosque are at the top of my list. I also want to try Turkish cuisine, especially Ottoman food. I'm also planning to shop in the Grand Bazaar because I want to buy some souvenirs.

I hope I can visit İstanbul very soon.

Note. From *Uplift 9 (Student's Book)* (p. 72), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

With an aim of individualization, activities like “*Read the phrases below and tick the good table manners in your country.*” and “*Is tipping customary where you live? If so, how much do people usually tip? Share your opinions about tipping with the class.*” lead to think more about our country and culture, which is link with the

second item. With inserting a question as “*Do you think people should follow the traditions of the places they visit? Why/Why not?*”, it is aimed to encourage individuals to show respect to other countries’ traditions, which is related to developing positive attitudes towards others.

Theme 7 is all about world heritage; that’s why, developing knowledge of other countries is fostered throughout the theme. The historical sites from all around the world mentioned in this theme are Chichen-Itza, Petra, Sansa, the Great Pyramid, Parthenon, and Acropolis. An example of how they are presented can be found in Figure 16.

Figure 16

A Chart Showing Historical Sites around the World



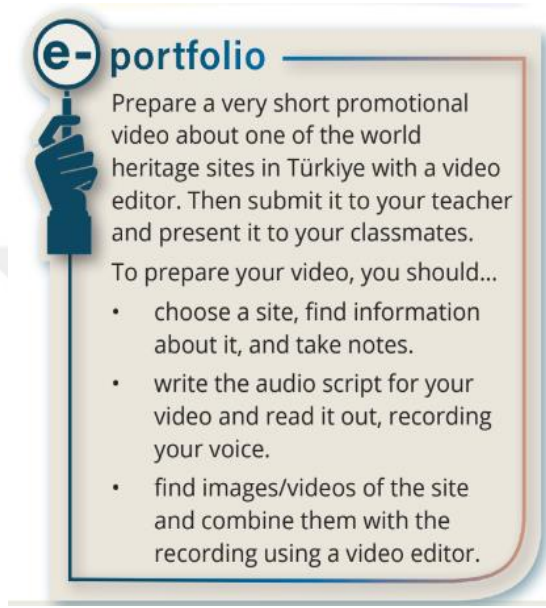
Note. From *Uplift 9 (Student's Book)* (p. 76), by A. Yadigar Artiran, B. Kodlak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

In addition to this, there are more representations of Turkish culture found in Theme 7. These representations are not only about historical sites but also some mythical figures from Turkish culture. These are Hierapolis, Cappadocia, the ancient city of Troy and Trojan Horse, Karahan Tepe, Göbeklitepe and Dede Korkut. With

activities, such as “*Search the Net to find a Turkish mythical story and summarize it in a few steps.*” on page 79, and the e-portfolio assignment on page 83, as displayed in Figure 17, Turkish values are appreciated.

Figure 17

E-Portfolio Assignment about Heritage Sites



Note. From *Uplift 9 (Student's Book)* (p. 83), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

In Theme 9, the topic is celebrations, and the Indian festival “Diwali” is presented on page 98. An extract from the reading text about “Diwali” can be found in Figure 18. After talking about this festival, individuals are expected to write a paragraph about the next festival in Türkiye on the same page. These two activities are related to the first two items of intercultural understanding, and they develop knowledge of other cultural groups/countries and appreciating own cultural values and beliefs respectively. Throughout the theme, there is not found any other representation of intercultural understanding.

Figure 18

An Extract from “Diwali” and Follow-up Activity (p. 98)

DIWALI: THE FESTIVAL OF LIGHTS

A Diwali, known as the festival of lights, is the biggest and most important festival in India. There are a lot of different reasons for celebrating it, and the reasons change from community to community in India. For some, it is a **harvest** or new year celebration, but it generally symbolizes the victory over darkness, good over evil, and knowledge over **ignorance**.

Write a paragraph about the next festival in your country. Give answers to the following questions to support the main idea in your paragraph.

- 1** Which festival are you going to celebrate?
- 2** How long is it going to last?
- 3** What kinds of preparations are you and your family members going to make?
- 4** What are you going to do during the festival?

Note. From *Uplift 9 (Student's Book)* (p. 98), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

In Themes 8 and 10, there is no sign of intercultural understanding.

Global Engagement

Each theme in Uplift was delineated based on the framework which was designed with respect to the Sustainable Development Goals by the United Nations (UN). The summary result of the SDGs addressed in each theme is presented below in Table 15 and then explained in detail.

Table 15

The SDGs Addressed in Uplift

Themes	SDG(s) Addressed
“Theme 1: Studying Abroad” (MoNE, 2018, p. 23).	Quality education
“Theme 2: My Environment” (MoNE, 2018, p. 24).	Climate action Sustainable cities and communities
“Theme 3: Movies” (MoNE, 2018, p. 25).	Zero hunger Gender equality
“Theme 4: Human in Nature” (MoNE, 2018, p. 26).	Decent work and economic growth Responsible consumption and production No poverty

Themes	SDG(s) Addressed
	Zero hunger
	Clean water and sanitation
	Affordable and clean energy
	Industry, innovation, and infrastructure
	Sustainable cities and communities
	Responsible consumption and production
	Climate action
	Life on land
“Theme 5: Inspirational People” (MoNE, 2018, p. 27).	No poverty
	Good health and well-being
	Quality education
	Gender equality
	Clean water and sanitation
	Decent work and economic growth
	Sustainable cities and communities
	Responsible consumption and production
	Life below water
	Life on land
	Peace, justice and strong institutions
“Theme 6: Bridging Cultures” (MoNE, 2018, p. 28).	-
“Theme 7: World Heritage” (MoNE, 2018, p. 29).	Sustainable cities and communities
“Theme 8: Emergency and Health Problems” (MoNE, 2018, p. 30).	No poverty
	Good health and well-being
	Sustainable cities and communities
	Responsible consumption and production
	Climate action
“Theme 9: Invitations and Celebrations” (MoNE, 2018, p. 31).	Clean water and sanitation
	Responsible consumption and production
	Life below water
“Theme 10: Television and Social Media” (MoNE, 2018, p. 32).	Decent work and economic growth
	Industry, innovation and infrastructure

The title of the Theme 1 is “Studying Abroad” and there is a focus on two different ways to study abroad: exchange programs and language schools. The multicultural environment found in these two programs is highly emphasized through reading and comprehension activities. This leads to the idea of inclusive and

equitable education with an aim of promoting lifelong learning opportunities for employment regardless of discriminative factors such as sex, race, and/or nationality, and an example of the text can be found in Figure 9. Apart from “Quality Education”, the reference to the SDG “Climate Action”, with an emphasis on raising awareness in terms of the effects of climate change, can be found on page 22 with these sentences: *“Firstly, I know the season is autumn, and the weather is cold in your city, but people are still wearing T-shirts in the photos on the websites” (p. 22).*

The SDGs addressed in Theme 2 “My Environment” are all related to the 11th goal, which is “Sustainable Cities and Communities”. One of the targets pointed out a lot is ensuring access to adequate, safe, and affordable housing and basic services for everybody. Warm-up question *“Can you find all the facilities that you need in your neighbourhood? What are they?”* seen at the beginning of the theme on page 26 shows the importance of having easy access to all the facilities needed. In this theme, three people from different countries (Germany, Bosnia and Herzegovina, Scotland) mention the places they live in, and they talk about the types of shops and services they can benefit from such as schools, restaurants, parks, or cinemas. Apart from the facilities, the natural beauties of these places are also included in the reading text as shown in Figure 19. This implies the emphasis put on inclusive and sustainable urbanization with providing access to green and public spaces.

Figure 19

A Text about Places

A ☐ Emma, Germany

Emma here! My age is seventeen, and I live in Frankfurt. It is a big place, and there are high-rise buildings everywhere. We have got lots of shopping centres and also computer, furniture, games, and sports shops. There are also cinemas, theatres, and cafés near the river. My friends and I see interesting performances there; we sometimes have a picnic by the lake. Living here is a lot of fun.



B ☐ Sulejman, Bosnia and Herzegovina

Hello, my name is Sulejman. I am twenty years old, and I live in a very small place. There are thirty houses here, and they are all low-rise buildings. There is a mosque and a school, but there aren't any shops, markets, restaurants, or cafés. Sometimes, village life can be boring, but I like the natural beauty of our village. My family and I generally go for a walk in the forest or climb a mountain.





C ☐ Noah, Scotland

Hi, I am Noah. I am nineteen. I live in a small place, but it is not a village. There are not any cinemas or theatres, but there are four restaurants, two parks, a library, and a market. My favourite is the Indian restaurant near the beach because it has beautiful waterfall scenery. Many tourists visit here because there are very nice campsites by the sea. My town is not very big, but I love it.

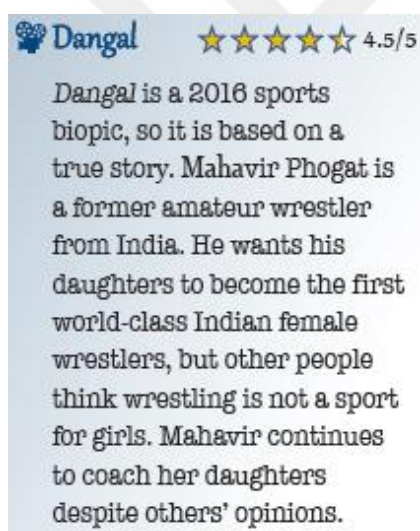
Note. From *Uplift 9 (Student's Book)* (p. 28), by A. Yadigar Artıran, B. Kodlak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

The title of the 3rd theme is “Movies”, and film genres are introduced along with hobbies and free-time activities. On page 42, three film reviews are presented, and the first film “Dangal” tells a true story of the first world-class Indian female wrestlers despite other people’s opinions about the fact that wrestling is not a sport for girls. The 5th SDG “Gender Equality” is referred here since discrimination against women is clearly shown through others’ comments and women’s effective

participation in public life is encouraged as presented in Figure 20. The second movie “Minari” is about a Korean American family who wants to build a sustainable farm. This innovative idea can be related to “Zero Hunger” and “Responsible Consumption and Production” in terms of highlighting sustainable food production systems and efficient use of natural resources like water, soil and air. Including a family who wants to live the American dream with this creative and innovative idea of selling Korean vegetables in America is associated with the 8th goal: “Decent Work and Economic Growth”.

Figure 20

An Extract from a Film Review: Dangal



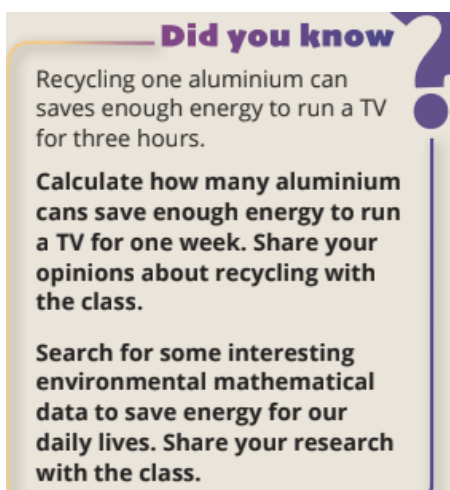
Note. From *Uplift 9 (Student's Book)* (p. 42), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

Theme 4: “Human in Nature”, has touched upon nine different SDGs, which are “No Poverty”, “Zero Hunger”, “Clean Water and Sanitation”, “Affordable and Clean Energy”, “Industry, Innovation and Infrastructure”, “Sustainable Cities and Communities”, “Responsible Consumption and Production”, “Climate Action” and “Life on Land”. Natural disasters (wildfire, hurricane, drought, flood, tsunami,

tornado, volcanic eruption, avalanche, sandstorm and thunderstorm) are the centre of this theme. The reading text is used to introduce natural disasters and their effects on page 48. The text is followed by comprehension activities; hence, SDGs related to natural disasters “No Poverty”, “Sustainable Cities and Communities”, “Climate Action” and “Life on Land” are displayed in the theme more than once. While introducing earthquakes in the reading text on page 48, Japanese people’s way of handling earthquakes and their effects using technology is also included (Figure 13). As a result, the SDG “Industry, Innovation and Infrastructure” is represented in terms of developing quality, reliable, sustainable, and resilient infrastructure. Apart from natural disasters, nature and how people can get free from it is discussed in the following pages. While considering the means of receiving benefit from nature, sustainable farms and the impacts of global warming and climate change are highlighted. Thus, “Clean Water and Sanitation”, “Responsible Consumption and Production”, “Climate Action” and “Life on Land” are seen in this theme. Lastly, the importance of recycling is pointed out (Figure 21), and this is related to the 7th SDG, which is “Affordable and Clean Energy.”

Figure 21

An Assignment about Recycling



Did you know ?

Recycling one aluminium can saves enough energy to run a TV for three hours.

Calculate how many aluminium cans save enough energy to run a TV for one week. Share your opinions about recycling with the class.

Search for some interesting environmental mathematical data to save energy for our daily lives. Share your research with the class.

Note. From *Uplift 9 (Student's Book)* (p. 51), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

Theme 5, Inspirational People, can be associated with a plenty of SDGs (*No poverty, Good health and well-being, Quality education, Gender equality, Clean water and sanitation, Decent work and economic growth, Sustainable cities and communities, Responsible consumption and production, Life below water, Life on land, Peace, justice and strong institutions*) because the statements that addressed the goals are too wide compared to other themes in the coursebook. On page 61, two examples of these wider statements can be seen.

“She likes working for aid organizations and launching campaigns to protect animals and the environment.” (p. 61)

“Mary works with children for a volunteer project. She is normally very serious, but she becomes the funniest girl when she is with children. She loves starting campaigns to draw people’s attention to children’s rights.” (p. 61)

The first statement is mainly about conserving animals and the environment; that’s why; it is related to SDGs focusing on conservation of the environment. These goals are “Clean Water and Sanitation”, “Responsible Consumption and Production”, “Life below Water” and “Life on Land”. On the other hand, the second statement, which can be seen above, is about children’s rights. Since every child has the right to health, education, and protection, seven SDGs related to children’s rights from education to child labour are found in Theme 5. These SDGs addressed are “No Poverty”, “Good Health and Well-being”, “Quality Education”, “Gender Equality”, “Decent Work and Economic Growth”, “Sustainable Cities and Communities” and “Peace, Justice and Strong Institutions”. Including the following people’s names

Mahatma Gandhi, Nelson Mandela, Martin Luther King Jr, who struggled a lot to achieve equal rights for their people, the belief of equal access to justice is underlined one more time. Lastly, Turkish/Dutch singer Karsu Dönmez's life story took place in the coursebook on page 62. The text is presented in Figure 8. The effort she put in to help refugees by giving concerts is emphasized with an aim of decreasing several different problems stemming from inequalities.

Through the analysis, there was not found any elements of Global Engagement in Theme 6: Bridging Cultures.

The title of the theme 7 is "Cultural Heritage", and the only SDG implied in this theme is "Sustainable Cities and Communities". This goal has a specific target related to the world's cultural and natural heritage, which is strengthening efforts to protect and safeguard the world's cultural and natural heritage. A number of cultural and natural heritage sites and figures are listed from Cappadocia to Dede Korkut between pages 76 and 83. One of the examples can be found in Figure 22 below.

Figure 22

A Text about Greece

Read the text and write answers and questions about it.



As a lover of old things and places, I always dreamt of going to Greece to see its historical places. I was thrilled when I learnt that my school arranged a **trip** to Athens for the spring break. I couldn't sleep the night before the trip because I was so excited.

The next day, we **set off** very early and had a comfortable **journey** of three hours. Before noon, we were able to arrive at our **destination**, and we left our luggage at the hotel. Then we went to a traditional restaurant to eat brunch. I had Greek salad with feta cheese and some loukoumades, a dessert made of round fried dough and honey syrup.

After brunch, our guide took us to the most well-known tourist **attraction**, the Acropolis of Athens, a complex with many monuments of architectural and artistic excellence.

The monuments on the Acropolis were important and influential in antiquity; they also inspired many modern-age architects worldwide.

When we reached the top of the hill, we saw the Parthenon, a UNESCO World Heritage Site. It dates from the 5th century BC, and it has been a **landmark** of the city since then. My friends and I were amazed by its beauty, and we took many photos there. Then we walked down the hill to the Agora; there were trees, so we could have some shade and a little rest on the benches. Before we ate dinner, we went **sightseeing** in the Plaka and Anafiotika neighbourhoods and had a great time walking in the quiet, peaceful streets. Everything was perfect, and this was a trip I can never forget.

Note. From *Uplift 9 (Student's Book)* (p. 81), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

The 8th theme is “Emergency and Health Problems”, and five different SDGs are addressed in two different activities in the theme. The first activity is preparing a poster or a leaflet about how to get ready for natural disasters at school/home/work. To prepare for it, natural disasters should be known in advance. Since there is not a direct reference to any natural disasters on the contrary to Theme 4: Human in Nature, any SDGs regardless of their types from water related to climate related are included. These goals are “No poverty”, “Sustainable Cities and Communities”, “Responsible Consumption and Production” and “Climate Action”. The second activity is about preparing a slide presentation on how to prevent accidents and injuries on the road. The topic of the presentation is related to improving road safety and providing safe transport systems. As a result of this, decreasing the number of global deaths and injuries from road traffic accidents is aimed as well. These aspects can be associated with the 3rd SDG “Good Health and Well-being” and the 11th SDG “Sustainable Cities and Communities”.

Throughout the theme 9, which is titled as “Invitations and Celebrations”, there are not any representations of SDGs except one part named as “Did you know?” on page 101 (Figure 23). The usage of plastic bags and their harms to the environment and ecosystem are presented with providing facts and numbers. Furthermore, the significance of recycling is pointed out. The factual information about the usage of plastic bags addresses the aim of minimising the release of hazardous materials like plastic to air, water and soil. This can be associated with the 6th SDG “Clean Water and Sanitation” and the 12th SDG “Responsible

Consumption and Production”. Lastly, the emphasis on unrecycled plastic bags’ harms to the ocean is linked to the SDG “Life below Water” since it is mainly about conservation and sustainable use of the oceans, seas, and marine resources.

Figure 23

An Assignment about the Harms of Plastic Bags



Note. From *Uplift 9 (Student's Book)* (p. 101), by A. Yadigar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

The title of the 10th theme is “Television and Social Media”. Raising awareness about future situations of the topics like robots in education, apps in people’s brains and travelling to the moon is aimed. Brainstorming about the situations that might happen in the future leads to thinking critically. Besides this, preparing a slide presentation about the future of the media in the next twenty years providing examples of innovation in media and communication technologies is

related to two different SDGs named as “Industry, Innovation and Infrastructure” for enhancing scientific research, upgrade the technological capabilities of industrial sectors in all countries; and “Decent Work and Economic Growth” for promoting development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation. The details of the assignment can be seen in Figure 24 below.

Figure 24

E-portfolio Assignment about the Future of the Media



Note. From *Uplift 9 (Student's Book)* (p. 113), by A. Yadiğar Artıran, B. Kodalak Korkutan, E. Özen, & N. Birgül Aktaş, 2022, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

Overall, the summary result of the SDGs addressed and numerical data about them is presented below in Table 16.

Table 16*The Summary Findings of Global Engagement*

SDGs	The number of themes each SDG addressed	The total number of targets in each SDG	The number of targets addressed
1. “No poverty” (UN, 2020, p. 1).	3	5	2
2. “Zero hunger” (UN, 2020, p. 2).	2	5	1
3. “Good health and well-being.” (UN, 2020, p. 3)	2	8	2
4. “Quality education” (UN, 2020, p. 4).	2	7	5
5. “Gender equality” (UN, 2020, p. 5).	2	6	3
6. “Clean water and sanitation” (UN, 2020, p. 6).	3	6	3
7. “Affordable and clean energy” (UN, 2020, p. 7).	1	3	3
8. “Decent work and economic growth” (UN, 2020, p. 8).	3	10	2
9. “Industry, innovation and infrastructure” (UN, 2020, p. 10).	2	5	2
10. “Reduced inequalities” (UN, 2020, p. 11).	1	7	1
11. “Sustainable cities and communities” (UN, 2020, p. 12).	5	7	6
12. “Responsible consumption and production” (UN, 2020, p. 13).	5	7	4

SDGs	The number of themes each SDG addressed	The total number of targets in each SDG	The number of targets addressed
13. “Climate action” (UN, 2020, p. 14).	3	3	3
14. “Life below water” (UN, 2020, p. 15).	2	6	4
15. “Life on land” (UN, 2020, p. 16).	2	9	8
16. “Peace, justice and strong institutions” (UN, 2020, p. 17).	1	10	2

In Grade 9 coursebook Uplift, there are 10 themes and half of them include some details related to two SDGs as shown in Table 16, which are “Sustainable Cities and Communities” and “Responsible Consumption and Production”. The former one aims to make cities and human settlements inclusive, safe, resilient, and sustainable while the latter focus on sustainable consumption and production patterns. Both goals have seven targets, and at least 4 of them are shown in the coursebook. Consequently, it can be said that these two SDGs are represented well compared to other goals that are found in at most 3 themes.

Two SDGs named as “Affordable and Clean Energy” and “Climate Action” are fully represented in the coursebook by including all the targets in the framework. “Affordable and Clean Energy” is shown in only one unit Theme 4, but all the dimensions of the goal are emphasized. When it comes to “Climate Action”, it is displayed in 3 themes, which are “Studying Abroad”, “Human in Nature” and “Emergency and Health Problems”, and the focus is on all the three targets of the SDG “Climate Action”. As presented in Table 16, the 15th SDG “Life on Land” can

be interpreted as well represented since 8 out of 9 targets are found in the coursebook in two different themes.

While some SDGs are represented well with all the targets in the framework, some of them are linked with only one or two targets in the list. For instance, the SDGs “Zero Hunger” and “Reduced Inequalities” are seen in the coursebook, but only one target of each SDG is addressed in themes. Considering the total number of targets in each SDG, which are 5 and 7 respectively, the findings show that these two SDGs are not represented completely. On the contrary, they are discussed superficially. Besides this, the SDGs “Decent Work and Economic Growth” and “Peace, Justice and Strong Institutions” can be regarded as not well represented because even though they seem to touch on two targets rather than just one as shown in Table 16, when the total number of targets is considered, the same result is obtained as the other SDG “Zero Hunger”.

CHAPTER 5: DISCUSSION

Introduction

This chapter describes an overview of the research study in general elaborating on the study's outcomes. The overall purpose of the study, research questions and methodology are outlined in the overview of the study section. The major findings and implications of the analysis of the 9th Grade English coursebook: Uplift, are discussed in the major findings section. Next, the implications for practice and future research are presented. Lastly, the limitations for this study are addressed.

Overview of the Study

The purpose of this study was to analyze how IM is represented in the Grade 9 coursebook, Uplift, published by Republic of Türkiye Ministry of National Education. With this purpose in mind, the study aims to answer the following questions below:

1. How is international mindedness represented in the Grade 9 English coursebook published by the Republic of Türkiye Ministry of National Education?
 - 1.1. To what extent is international mindedness represented within the written content?
 - 1.2. To what extent is there a relation between the curriculum ideology/ideologies behind Grade 9 English coursebook and international mindedness?

To answer these research questions, written content analysis was used to investigate the coursebook chosen. The study made use of a conceptual framework based on three pillars of IM, which are multilingualism, intercultural understanding, and global engagement. This framework was developed based on the definitions

made by Singh and Qi (2013) and Castro et al. (2013); and global issues known as “Sustainable Development Goals” addressed by the UN (2015). The coded data were put into tables to present a visuality for the findings as revealed in the results chapter of this study. Besides this, the ideology/ideologies behind the English curriculum for high school students was identified in terms of aim, knowledge, learning, students, teaching, and assessment with an aim of seeing the relation between IM and the curriculum ideologies addressed by Schiro.

Discussion of Major Findings

According to Hacking et al. (2017), “IM should not be viewed as something that happens as a matter of course in an IB world school” (p. 57). Thus, this study focuses on the Grade 9 English coursebook: Uplift, which was published by MoNE. “International mindedness involves a whole suite of key competencies, understanding, awareness and actions related to being global citizens and entails both cognitive and affective components” (Lai et al., 2014, p.78). Since IM can be regarded as a multifaceted concept, the assessment of IM is not well-developed in IB documents (Castro et al., 2013). Additionally, it is recommended to create an assessment tool for IM in order to clarify the teaching and learning outcomes associated with it. In this study, to see the representations of IM in Uplift, multilingualism, intercultural understanding, and global engagement were chosen as three components to analyze in the coursebook.

Learning more than one language and encouraging the idea of learning new languages are significant to foster IM because language learning is viewed as much more than speaking a few languages. It comprises gaining knowledge not just of the language itself but also of the culture associated with it (Castro et al., 2015; Hacking, et al., 2018; Muller, 2012). However, there are not many references seen in the

Grade 9 coursebook to lead individuals to learn new languages. In this study, 37 names were found in the entire coursebook, and 18 different countries were represented with these names, which can be considered as a good sign for multilingualism. However, English and Japanese are the only two languages mentioned in the whole coursebook. To convey the concept of multilingualism, there should have been more languages to appreciate linguistic diversity. Only in two themes, knowing and speaking more than one language are pointed out. These results suggest that there should have been more emphasis on multilingualism in the coursebook to develop IM since “students who speak more than one language can perceive the world in a different way and can be more competent to deal with cultural issues they confront” (Metli, 2018, p. 169).

Metli (2018) conducted a research study focusing on the implementations of IM. His research was also based on the same core pillars of IM, which are multilingualism, intercultural understanding, and global engagement. Metli (2018) argued that multilingualism leads to the development of intercultural understanding; thereby, it should not be considered as one of the core pillars of IM. According to Metli (2018) “...multilingualism is considered a tool that enhances intercultural understanding, and by extension, international-mindedness” (p. 195-196). The rationale behind this view is that people might have international mindset despite their limited proficiency in foreign languages. On the other hand, someone might like studying foreign languages but be unaware of their distinct cultural elements (Metli, 2018). To conclude, Metli (2018) asserted that acquiring a second language helps to foster an international mindset, but it might not be fair to refer to multilingualism as a necessary component; thus, there is a need to revise the conceptual framework of IM.

In this study, Singh and Qi's framework was used to see the representations of IM. According to Singh and Qi (2013), "Intercultural understanding is still central to the IB understanding of international mindedness, while global engagement and multilingualism are pathways to the core element of intercultural understanding" (p. 16). Castro et al. (2015) also view multilingualism as one of the core pillars of IM by stating that "...there is potential for multilingualism to help connect people with histories, experiences and understanding of others" (Castro et al., 2015, p. 191). Multilingualism is a resource for engendering international-mindedness, and language awareness is closely linked to intercultural awareness as claimed by Singh and Qi in 2013. Names from different nationalities, languages mentioned in the coursebook, and any sign of encouragement to language learning are predetermined as the three components to check the representations of multilingualism. It is claimed that learning and using different languages demonstrate a commitment to understanding and respecting various cultures, and this is one of the key aspects of being a global citizen who is aware of and appreciates the richness of cultural diversity.

The results of this study revealed that multilingualism is not well-represented in the English coursebook comparing to the other two pillars of IM. Nonetheless, an awareness might be raised about the importance of multilingualism to promote IM. In that case, the competencies of teachers play a vital role. Teaching IM to individuals is primarily about fostering a mindset that encourages curiosity, empathy, and respect for diverse cultures and perspectives. It requires a high level of competence and specific qualities from educators (Uhrmacher et al., 2017). They should possess a deep understanding of global issues, cultural diversity, and a willingness to continuously expand their own knowledge in these areas. As Moje et

al. stated (2009), competent educators effectively integrate and adapt international perspectives into their teaching materials, exposing students to a broad range of cultures and worldviews. They try to create a classroom environment that encourages effective communication and respect for diverse opinions. By modelling open-mindedness, empathy, and an appreciation for global interconnectedness, teachers play a significant role in shaping and inspiring students into globally aware and culturally sensitive individuals.

All of these can be considered as the competencies teachers should possess to convey the concept of IM. The main question needs to be answered here is whether teachers have these qualities or not. Initially, they should be flexible enough to adapt the materials easily and creatively to foster IM. For instance, teachers might use the proper names in the coursebook in a different way. As I explained in Chapter 4, some of the names in the English coursebook “Uplift” were excluded owing to the fact that there was not a context to understand the countries represented. However, competent teachers can integrate these names to promote and assess IM. Students could be asked to guess the countries represented through the names in the coursebook. By this way, teachers have an opportunity to see whether students are knowledgeable enough to identify the countries addressed since some names like *Asaf*, *Emily*, *Emma* and *Tony* can be related to more than one country. To conclude, the striking point here is the fact that educators need to possess certain competencies in terms of tailoring the materials they have in an effective way to promote IM.

Developing an appreciation for various cultural backgrounds and acquiring cultural knowledge and perspectives contribute to the promotion of intercultural understanding, which is defined as “the ability to understand the perceptions concerning one’s own culture and the perceptions of the people who belong to

another culture, and the capacity to negotiate between the two” (Samovar et al., 2010, p. 52). Acquiring knowledge about the various cultures associated with the languages they are learning enhances intercultural understanding (Castro et al., 2013; Davy, 2011; Duckworth et al., 2005; Hacking, et al., 2017; Hayden et al., 2000; Risager, 2007). Educational institutions can foster intercultural understanding with curricular activities taken place in coursebooks to show the importance of appreciating one’s own cultural beliefs and values as well as other cultures. In this study, four items were predetermined to study intercultural understanding, and they are:

1. Developing knowledge of other cultural groups/countries,
2. Appreciating own cultural values and beliefs,
3. Developing positive attitudes to others (other cultural groups),
4. Recognizing the wealth of diversity.

The chosen four items were addressed throughout the coursebook to cultivate intercultural understanding; thus, it can be said that it is well-represented. The findings are also consistent with the findings of the study carried out by Shaklee and Merz in 2012.

“...Educational research suggests that an ideal model to develop international mindedness is through reflecting on one’s own culture first, then learning about a new culture that you are living in with the help of a local mentor, and finally participating in the development of the curriculum that you will teach.” (Shaklee & Merz, 2012, pp. 17-18)

In this research study, appreciating one’s own cultural values and beliefs was chosen as an item to lead intercultural understanding. Thus, another important point to consider about the English coursebook “Uplift” is the way “nationalism” is

discussed. “International mindedness” and “nationalism” represent contrasting perspectives regarding the role of individuals and nations. IM puts forward an interconnected worldview that surpasses national boundaries. It promotes understanding, cooperation, and a shared responsibility for addressing global issues. In contrast, nationalism centers one’s own nation, prioritizing its identity and sovereignty. While IM encourages cultural diversity and collaboration, nationalism focuses on the protection of national interests. The concept “nationalism” is addressed in the English curriculum with an aim of raising awareness of national values like patriotism (MoNE, 2018).

A pattern was observed throughout the coursebook in terms of nationalism. To exemplify, if there is a reading or listening text about other cultures/countries, that activity is immediately followed by activities leading students to think about their own country. With this, our own culture is not neglected. Hence, the representation of nationalism can be viewed as an asset for the coursebook to foster IM. When all of the things above are considered, striking a balance between these perspectives is essential for fostering a global society that appreciates diversity while acknowledging the importance of national identities.

A lot of references were made throughout the coursebook in terms of the representation global engagement. This study reveals that in Grade 9 coursebook Uplift, “Sustainable Cities and Communities” and “Responsible Consumption and Production” are the two SDGs represented well in half of the themes. Both of these goals have seven targets, and at least 4 of them are shown in the coursebook. In addition to this, “Affordable and Clean Energy” and “Climate Action” are fully represented in the coursebook by including all the targets in the framework. The 15th SDG “Life on Land” can be interpreted as well-represented since 8 out of 9 targets

are found in the coursebook. On the other hand, some of the SDGs like “Zero Hunger”, “Reduced Inequalities”, “Decent Work and Economic Growth” and “Peace, Justice and Strong Institutions” are linked with only one or two targets in the list.

According to Castro et al. (2013), global engagement is “undertaking activity outside of schools, in the local community and/or other foreign communities” (p. 6). Nonetheless, when the current circumstances at schools in Türkiye considered, it is not realistic to provide extracurricular activities to students all around the country. Therefore, the focus should be on curricular activities done in the classrooms. About this issue, Skelton et al. (2002) stated that the effective promotion of IM occurs when it is properly integrated into the curriculum. The content of the curriculum plays a vital role in shaping students’ perspectives globally by addressing concerns from natural disasters to inequalities. Including global issues in coursebooks, as in Uplift, students can raise an awareness of the significance of these issues. They might be prompted to express empathy towards the challenges confronting humanity and the planet. Additionally, students can show their critical thinking and problem-solving skills when tackling global problems.

To understand the ideology of the English curriculum, the 9th – 12th Grades English curriculum was analyzed. The findings give us some ideas about the representations of IM for other grade levels. The 9th Grade Syllabus aims to review most of the content covered in the 8th Grade English Syllabus, including only a few new language functions for a smooth transition to the 10th Grade Syllabus. The emphasis on language structures differs in the 10th and 11th Grade English Syllabus, and the academic language needs of students at these levels is aimed to be accomplished. The 12th Grade English Syllabus serves as a comprehensive synthesis

of prior learning, maintaining existing language structures but anticipating a complexity in both structures and vocabulary. Throughout all grades, each theme focuses on four language skills known as reading, writing, speaking, and listening. Language activities at all levels prioritize communication, real-world experiences, and task-based learning (MoNE, 2018).

The themes across the different grades of the English coursebooks form a comprehensive and interrelated curriculum that reflects a thoughtful progression in themes and topics (MoNE, 2018). Starting in Grade 9, the focus is on personal and environmental exploration with themes like “Studying Abroad” and “My Environment”. Furthermore, the themes such as “Studying Abroad” and “Bridging Cultures” introduce students to the broader world, emphasizing global perspectives and cross-cultural understanding. In Grade 10, themes like “Travel” and “Digital Era” build upon this by incorporating more personal experiences and technological aspects, reflecting the increasing role of technology in our interconnected world. In Grade 11, more complex issues with themes like “Values and Norms” and “Human Rights” are presented to encourage students to think critically about social and global problems. Additionally, themes like “Future Jobs” and “Facts about Turkey” aim to raise questions about practical considerations for the future in terms of workforce, incorporating elements of personal and societal development. The themes in Grade 12 cover a variety of topics ranging from “Music” and “Friendship” to more complex subjects like “Psychology” and “Alternative Energy”, challenging students to engage critically with issues that impact both individuals and the global community.

The interrelated themes across the Grade 9 to Grade 12 English coursebooks present a holistic and interconnected journey through diverse themes, fostering a comprehensive development of language skills, integrating cultural awareness and

global perspectives (MoNE, 2018). It can be said that the themes in the English curriculum build on each other, fostering linguistic proficiency while encouraging an understanding of cultural, societal, and global problems. From the exploration of personal environments to the integration of global challenges, this thematic relation ensures a well-rounded, comprehensive, and interconnected educational experience for students. Considering all these points discussed above, it would not be wrong to assume the fact that the representations of IM can be seen in other grades just like in Grade 9.

The ideology behind the English curriculum for upper secondary education was investigated to see if there is a relation between ideologies and IM. In today's world, using English actively productively and communicatively is significant especially for the workplace; thereby, acquiring communicative competence focusing on four skills of language is highly emphasized in the English curriculum. Moreover, it places a strong emphasis on learner autonomy, encouraging students to assume control and responsibility for their own learning both within and beyond the classroom, which can be related to LC ideology. The emphasis on autonomy is fostered through collaborative, interactive, and communicative activities. Apart from this, the new English curriculum seeks to equip individuals with the knowledge, critical thinking skills, and social consciousness to understand and interpret the link between past and present (MoNE, 2018).

As facilitators, teachers' primary role is to create a supportive and inclusive learning environment that encourages active student participation, critical thinking, and self-directed learning. They guide students in their exploration of topics, provide guidance, and foster collaborative learning experiences. The teacher facilitates discussions, encourages questions, and adapts the curriculum to address students'

specific learning styles and needs (MoNE, 2018). Formative evaluation is the primary concern rather than summative evaluation for teachers. The learning outcomes of each theme are designed to put students at the center of the learning process. All of these are the key concepts emphasized in the curriculum, and they are mainly associated with LC ideology. To summarize, the principles of four ideologies are seen in the curriculum; however, LC ideology is the dominant one.

Overall, this study presents that the relationship between IM and LC ideology lies in their shared commitment to creating educational experiences that go beyond traditional academic knowledge. Together, they contribute to the development of well-equipped individuals who are not only academically competent but also socially conscious, and culturally sensitive to global issues. Schiro (2013) pointed out that LC ideology prioritizes the overall development of the learner, taking into account not just academic achievements but also social, emotional, and personal growth. International-minded individuals have a deep understanding and appreciation for different cultures, perspectives, and global issues. Additionally, IM encourages appreciation for diversity, which can be associated with the LC ideology in terms of valuing diverse learning styles, preferences, and backgrounds, ensuring that education is tailored to meet individual needs (Schiro, 2013).

Both IM and LC ideology highlight the importance of active participation. IM encourages students to actively engage with global issues, fostering a sense of responsibility to make positive contributions to the world. LC ideology advocates for active student participation in the learning process, allowing learners to take responsibility, and become autonomous and self-directed learners. Lastly, IM aims to develop individuals who are globally aware, with an understanding of interconnectedness and a sense of responsibility towards global issues. LC ideology

can foster awareness by connecting learning experiences to real-world contexts, encouraging students to explore topics that have global significance. To conclude, the emphasis put on raising well-rounded individuals who engage with global issues and appreciate diversity implies the relation between IM and LC ideology.

Implications for Practice

The findings of the study offer crucial insights that hold significance not only for educators but also for teachers, policy makers, and curriculum designers by providing a roadmap for enhancing curricula with a focus on IM. The emphasis here extends beyond the mere inclusion of this concept; it underscores the vital role of the coursebook content, highlighting that IM, identified as one of the key themes of the 21st century, should be integrated into curricula. The idea is made based on the understanding that preparing students for an interconnected world requires a foundational understanding of diverse perspectives and a global mindset (Skelton et al., 2002).

The study assumes that the content within coursebooks is instrumental in shaping students into become global citizens who show appreciation towards diversity and a respect for other cultures. This point of view, could be conveyed through exposure to IM within the curriculum, serves as a turning point for broadening individuals' point of views and visions.

The concept of IM as discussed in this study, extends beyond the classroom. It suggests that individuals who possess an understanding and respect for diverse cultures are more likely to feel a sense of responsibility for the world. This sense of responsibility, in turn, motivates them to actively contribute to make the world a better place to live. Thus, the study positions IM as a pivotal concept that goes beyond academic boundaries, fostering a sense of global citizenship.

In terms of its broader impact, this study intends to draw the attention of stakeholders to the importance of IM in education. By raising awareness, it aims to encourage a collective effort among educators, policy makers, and curriculum designers to reevaluate and modify curricula and coursebooks in alignment with the study's findings. The ultimate goal is to initiate changes that not only acknowledge the significance of IM but also actively integrate it into educational frameworks. Through this, the study seeks to raise individuals that are not only academically successful but also socially conscious, equipped to navigate and positively impact the difficulties of our interconnected world.

Implications for Further Research

International mindedness fosters the development of global citizens who are aware and responsive to global challenges. Research in this area helps educators understand effective ways to incorporate international perspectives into curricula, ensuring that students are equipped with the knowledge, skills, and attitudes needed to live in interconnected modern world. By investigating the effective methods for teaching about different cultures, traditions, and perspectives, educators can create learning environments that celebrate diversity and encourage mutual respect among students from various backgrounds.

Additionally, this study provides opportunities for interdisciplinary research. Further research could extend beyond the boundaries of English education to assess the integration of international perspectives in other subjects within the curriculum, particularly Science. The relationship between IM and the subject Science might be investigated to learn more about research methodologies and innovative solutions around the world for global issues such as climate change, life below/on water, and environmental sustainability. Such interdisciplinary studies can contribute to a more

comprehensive understanding of the role of IM in shaping the educational landscape and preparing students for the interconnected world.

Many of the challenges faced by the world, such as climate change, poverty and equality require collaborative and globally informed solutions. Research on IM can aid in identifying educational methods that enhance critical thinking, problem-solving skills, and a sense of responsibility with an aim of preparing individuals to address global issues. This emphasizes the importance of preparing individuals who can contribute positively and effectively to the world. To conclude, the development of education policies at local, national, and international levels to promote IM is an important step taken to create a better world. Policymakers can use this research to create frameworks that prioritize the integration of international perspectives in educational curricula by discussing best practices and areas for improvement.

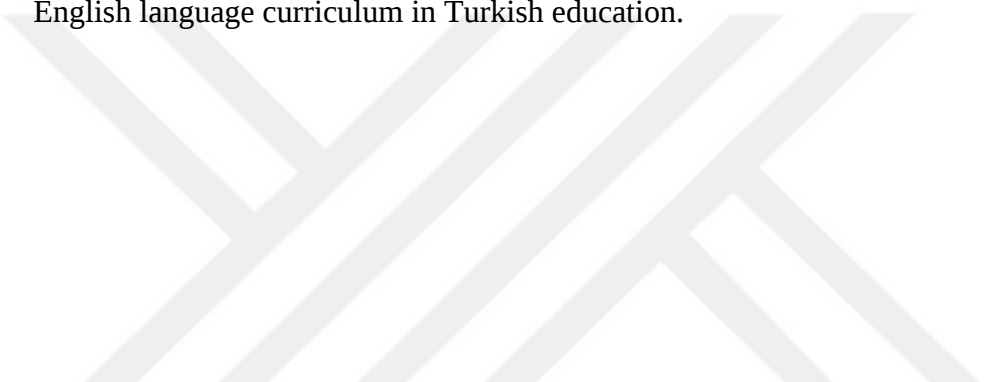
Limitations

This study is limited to the content analysis of Grade 9 English coursebook published by MoNE. Focusing on this specific grade is likely driven by an aim for in-depth analysis rather than breadth. However, to attain a more comprehensive understanding of whether these materials effectively foster IM or not, the scope could be broadened significantly. The analysis of all the English coursebooks designed for primary, lower, and upper secondary levels by MoNE might be included.

By expanding the scope to include coursebooks from various educational levels, researchers can gather a more extensive dataset. Analyzing a spectrum of materials designed for different stages of education allows for a comprehensive, interconnected, and holistic evaluation of IM by experiencing an individual's educational journey. It also enables researchers to identify potential gaps in the

integration of international-minded perspectives across various grade levels. Besides this, it provides a clearer path for researchers to identify strengths or weaknesses in the overall design of English language education within the educational framework set by MoNE.

To sum up, this comprehensive analysis could serve as a valuable resource for educational stakeholders such as curriculum designers, educators, and policymakers, offering insights into potential areas for enhancement to ensure a stronger integration of international-minded perspectives and visions across the English language curriculum in Turkish education.



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Appendix A

Contents of Uplift

“Theme 1” (MoNE, 2018, p. 23).	“Studying Abroad” (MoNE, 2018, p. 23).
“Theme 2” (MoNE, 2018, p. 24).	“My Environment” (MoNE, 2018, p. 24).
“Theme 3” (MoNE, 2018, p. 25).	“Movies” (MoNE, 2018, p. 25).
“Theme 4” (MoNE, 2018, p. 26).	“Human in Nature” (MoNE, 2018, p. 26).
“Theme 5” (MoNE, 2018, p. 27).	“Inspirational People” (MoNE, 2018, p. 27).
“Theme 6” (MoNE, 2018, p. 28).	“Bridging Cultures” (MoNE, 2018, p. 28).
“Theme 7” (MoNE, 2018, p. 29).	“World Heritage” (MoNE, 2018, p. 29).
“Theme 8” (MoNE, 2018, p. 30).	“Emergency and Health Problems” (MoNE, 2018, p. 30).
“Theme 9” (MoNE, 2018, p. 31).	“Invitations and Celebrations” (MoNE, 2018, p. 31).
“Theme 10” (MoNE, 2018, p. 32).	“Television and Social Media” (MoNE, 2018, p. 32).