

## Global Issues in EFL Teaching: EFL Lecturers' Voices at a State University\*

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### Abstract

Though the inclusion of global issues (GIs) -such as war, health problems, and environmental pollution- in foreign language teaching materials and contents dates back to few decades ago, its reflections in English as a Foreign Language (EFL) teaching contexts in Turkey have not been investigated sufficiently. Drawn from this local gap the authors decided to conduct this qualitative research at a state university to unfold EFL lecturers' views on integrating GIs into teaching English. The authors obtained the data through a short survey of open-ended questions and follow-up semi-structured interviews. The analysis of the data was conducted through inductive content analysis method. The findings indicate that EFL lecturers have a clear understanding of GIs and they prefer coursebook dependent and independent methods to incorporate GIs in language teaching. Also, they address young adults with at least B1 level of English proficiency at tertiary level to be the best target learner groups for embedding GIs in language teaching. In addition, they prefer mostly speaking and writing skills to incorporate GIs in their teaching with students whose majors could invoke interest. The study ends with several methodological and pedagogical implications for researchers and teachers to incorporate GIs in EFL teaching.

**Keywords:** EFL Lecturers' Views, English as a Foreign Language, English Language Teaching, Global Education, Global Issues in Language Teaching

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## Yabancı Dil Olarak İngilizcenin Öğretiminde Küresel Konular: Bir Devlet Üniversitesindeki İngilizce Öğretim Görevlilerinin Görüşleri

### Abstract

Savaş, sağlık sorunları ve çevre kirliliği gibi küresel sorunların yabancı dil öğretim materyallerine ve içeriğine dâhil edilmesi birkaç on yıl öncesine dayanmasına rağmen, Türkiye'de yabancı dil olarak İngilizcenin öğretimi bağlamındaki yansımaları yeterince araştırılmamıştır. Bu yerel boşluktan yola çıkarak, yazarlar öğretim görevlilerinin İngilizce öğretiminde küresel sorunların dâhil edilmesine ilişkin görüşlerini toplayarak bu nitel araştırmayı bir devlet üniversitesinde yapmaya karar vermişlerdir. Yazarlar veriyi açık uçlu sorulardan oluşan kısa bir anket ve yarı yapılandırılmış mülakat aracılığı ile toplamıştır. Elde edilen verinin analizi tümevarımsal içerik analizi yöntemi ile yapılmıştır. Çalışmanın bulguları İngilizce öğretim görevlilerinin küresel sorunlar hakkında net bir fikre sahip olduklarını ve küresel sorunları dil öğretimine entegre etmek için ders kitabına bağlı ve bağımsız yöntemleri tercih ettiklerini göstermektedir. Ayrıca, İngilizce öğretim görevlileri, küresel sorunları dil öğretiminin içerisinde kullanabilmek için en iyi hedef öğrenci grupları olarak en az B1 İngilizce yeterlilik seviyesine sahip üniversite düzeyindeki genç yetişkinlere değinmektedirler. Buna ek olarak, öğretim görevlileri öğrencilerin öğrenim gördükleri kendi bölümlerinin küresel konulara ilişkin ilgilerini oluşturabileceğini dikkate alarak küresel konuları çoğunlukla konuşma ve yazma becerileri öğretiminde kullanmayı tercih etmektedirler. Çalışma, araştırmacıların ve öğretmenlerin küresel konuları İngilizceyi yabancı dil olarak öğretimine dâhil etmeleri için çeşitli metodolojik ve pedagojik sonuçlar ile sona ermektedir.

**Anahtar Kelimeler:** Dil Eğitiminde Küresel Sorunlar, İngiliz Dili Eğitimi, İngilizce Öğretim Görevlilerinin Görüşleri, Küresel Eğitim, Yabancı Dil Olarak İngilizce

### Introduction

Teaching English as a foreign language (EFL) has always required the language teachers to find new and interesting procedures to implement in their classes. For this reason, a plethora of methods targeting language teaching have been introduced to the literature and evolved with either major or minor changes in accordance with the needs of language learners as the central pivot. Accordingly, worldwide language policies have addressed English to be the global language of education (Kuo, 2006) and each nation has somehow attempted to establish their own language policies, which recite the language teacher and the learner at the intersection of learning. The mediation of policy is highlighted through the interconnections between varying headings ranging from individualisation, global discourses of success, geographical differences in young people's lives to the student exchange programmes on the popularization of higher education with a global education perspective on the policy field. Considering a vital number of factors in language teaching classes, the content plays one of the major roles to garner both learners and teachers' attention. In this respect, language classrooms employ a pivotal role in offering Global Issues (GIs) as teaching content to address and have an impact on the lives of people from various localities of the world. (Porto & Yulita,

2019).

No doubt that when one thinks about the GIs, they may fail to think only the bad news happening around the globe such as “war, poverty, racism, endangered species, deforestation, discrimination against women and those of different sexual orientation, injustice, and apathy” (Jacobs & Cates, 1999, p. 45). However, the other side of the coin shows efforts on lifting people from poverty, people from various races and ethnics living, sustaining their business life, doing and learning altogether at peace and in a harmony, attempts to protect the endangered species and forests, and other efforts on overcoming discrimination and resisting against injustice (Jacobs & Cates, 1999). The incorporation of GIs within teaching English has been favoured in terms of its practicality by teachers (Çavdar, 2006; Yakovchuk, 2004) and its positive impact in enhancing students’ motivation and willingness (Royal, 2007; Pratama & Yuliati, 2016) at different levels of education with its apparent contribution to education (Ead, 2019). However, the number of studies focused on GIs does not seem to be sufficient to make inferences on the use and effect of GIs for language teachers around the globe and particularly in the Turkish context, which offers limited studies with a mere focus on Environmental Issues (Kaplan & Topkaya, 2016). For this reason, this paper aims at investigating EFL lecturers’ views on GIs and understanding how (if) EFL lecturers incorporate GIs into their teaching.

In language teaching, rather than the English language proficiency of learners, their understanding and respect to their surroundings should be focused by language teachers (Pratama & Yuliati, 2016). Therefore, teachers are the key components to ensure quality education (Syahril, 2019) and textbooks are another sources of quality. However, the content of EFL materials are based on daily topics (Akbari, 2008; Banegas, 2010; Leather, 2003), which may not support learners’ awareness and critical thinking skills in the real life (Hillyard, 2005; Read, 2017). Therefore, the inclusion of GIs in EFL materials’ content is a promising endeavour for students to gain an international awareness (Cates, 2000; Pratama & Yuliati, 2016). In this regard, there have been already some studies looking into how this integration has been completed both in the abroad context (e.g. Cates, 2000; Erfani, 2012; Focho, 2010; Omidvar & Sukumar, 2013; Paradewari, Avillanova & Lasar, 2018; Pratama & Yuliati, 2016; Yakovchuk, 2004) and in the Turkish context (Arikan, 2009; Başarır, 2017; Gürsoy & Sağlam, 2011; Kaplan, 2019; Özbaş & Güryay, 2014; Salı & Gürsoy, 2014). Notably, the studies conducted in Turkey mostly incorporated environmental issues (Kaplan & Topkaya, 2016). To this end, this study aims to investigate what EFL lecturers think of the GIs and their inclusion to be discussed in the class. In this sense, this research paper reckons with the scarcity of related studies and their limited focus on GIs, and therefore attempts to evaluate the significance of GIs

through the lenses of EFL lecturers at tertiary level through the following research questions.

1. How do EFL lecturers at a state university perceive global issues?
2. What are the practices of EFL lecturers about integrating global issues into English lessons?
3. How do EFL lecturers define the most appropriate context/s for incorporating GIs in teaching English?

### **Literature Review**

Since English is used as an international language, Matsuda (2012) views the importance of employing materials targeting students' acknowledgment of getting globalized through the goal of enabling learners to use English in a culturally diverse and linguistically rich manner. Brown (1997) presents thought-provoking ideas on promoting global education and advises teachers to teach by enabling the learners to consider "a global partnership of involvement in seeking solutions" (p.8). Although GIs are classified into five types: "global economy, environmental and natural resources, human development, peace and security, and global governance" (Bhargava, 2006 as cited in Al-Shuga'a, Yunus, Bashir & Alawamreh, 2019, p. 73), Kaplan (2019) provides a more comprehensive list consisting of eight classifications: "Environmental Education, Gender Issues Education, Health Issues and Education, Human Rights Education, Linguistic Issues Education, Peace Education, Socio-Economic Issues, Others" (p. 30). These topics may influence the lives of people and they should be addressed in foreign language teaching classrooms (Porto & Yulita, 2019). Bearing this relevance in mind, the related literature on embedding GIs in language teaching is presented below.

### **Global Education and Global Issues in Language Learning**

The need for a model of international education encompassing the values and issues, which have international significance, dates back to the 1980s in different terms. For example, "world studies" (Fischer & Hicks, 1985), "education with a global perspective" (Rosengren, 1983) and more commonly "global education" were preferred by many scholars (Cates, 1990; Dyer & Bushell, 1996; Selby, 1999) to make the human life easier. Tye (2003, p.165) defines global education where a series of problems or issues are addressed beyond national boundaries and interconnected to each other in "...cultural, ecological, economic, political, and technological" aspects. The rationale behind global education occurred with bringing the world into a *global village* in McLuhan's (1964) own words. In case of a damage like environmental

disasters, political problems, human rights violations and terrorism that taking place anywhere in this global village could have a negative impact on peoples' lives (Cates, 2000). More recently, the novel COVID-19 pandemic has become a global issue, which has its effects not only on health but also on education (UNESCO, 2020). Therefore, issues having debilitating effects on peoples' lives are associated with the term GIs. GIs have been attributed to 'issues of global significance' (Anderson, 1996), problems affecting peoples' lives in a negative way (Pike & Selby, 1998), or simply the 'problems in the real world' (Mark, 1993), and issues requiring our urgent interests to be dealt with (Sampedro & Hillyard, 2004). For example, in 2015 the United Nations adopted the following 17 goals to promote global concerns for the future of our planet:

"no poverty, zero hunger, good health and wellbeing, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace, justice and institutions and partnerships" (United Nations, 2015, Goals section, paras. 3-19).

However, only one health issue; namely, novel COVID-19 pandemic, has made all the goals fully or partially under threat for a sustainable world (Naidoo & Fisher, 2020). As can be evidenced from a global perspective, quality education - particularly foreign language education - can employ such topics and beyond them in a way to bring opportunities for learners' developing not only linguistic but also critical thinking skills (Cates, 2000; Gray, 2002; Read, 2017). Lee (2017) synthesizes the place of GIs in language teaching curriculum over Cates' (2000), Erfani's (2012), Omidvar and Sukumar's (2013) and Pratama and Yuliaty's (2016) common ideas in that global topics are seen to have an impact on enabling learners to master a foreign language by gaining awareness towards cultures and issues at an international level of understanding. On the other hand, the usual topics in textbooks do not have enough supportive impact on students' lives (Hillyard, 2005) as they employ themes covering every day issues like travelling, family, sports and hobbies so they may result in a light way effect for an international audience (Leather, 2003). Therefore, a trend has been already initiated by English language teaching associations and textbook companies for developing ideas and resources to deal with GIs in educational contexts (Cates, 2000). However, still textbook writers pose a romantic stance for including British and/or American culture in textbooks in order for avoiding any criticism (Banegas, 2010) and saving their market potentials (Akbari, 2008). In the quest for embedding GIs within language teaching as a common aim, there have been several studies both in Turkey and around the globe.

In Turkey, there have been several studies investigating GIs in the language teaching context but with a focus on environmental issues mostly (Kaplan & Topkaya, 2016). For example, Arikan (2009) investigated pre-service English language teachers' (PSELTs) views on their incorporation of environmental peace education in language teaching and found that it could foster learning grammar for secondary school students. Similarly, Özbaş and Güray (2014) found that PSELTs had a considerably positive tendency towards the integration of GIs in language teaching. In addition, Salı and Gürsoy (2014) reported that PSELTs supported such kind of integration by employing environmental issues in the core of language teaching but they did not view any promising outcomes for developing learners' language development. In a more recent master's thesis study conducted at K12 level, Kaplan (2019) evaluated the practices and perceptions EFL teachers and students of such a match and found favorable perceptions from both parties but lacking practices from teachers. Similar to present study at tertiary level, Başarrı (2017) sought the perceptions and practices of 13 EFL lecturers and only a few of the participants reported that they integrated GIs to support global citizenship in their teaching. The study findings mainly concluded that the EFL lecturers did not have enough understanding and in-class practices regarding the global citizenship education in the incorporation into ELT classes.

Regarding the methodology of incorporating GIs into EFL contexts, various alternatives were given in the literature. Omidvar and Sukumar (2013) incorporated GIs into the syllabus of an intermediate level class of students in India with two methods; content-based and task-based methods espoused with communicative approach, and found higher level of awareness and participation of the students. In their study, Paradewari et al. (2018) present evidence from the related literature on how to promote awareness towards environmental issues and argue the advantages of integrating such topics in EFL teaching contributing to students' use of language ability in developing their communicating skills. Pratama and Yuliati (2016) point out that the more the teachers are willing and ready to integrate GIs in their teaching through their materials, the more success is expected on the adaptability of GIs to ELT.

In Iranian context, Erfani (2012) argues the rationale for incorporating GIs in language teaching for three reasons: (I) to exclude cultural and linguistic imperialism by including GIs as an approach to ELT, (II) to create an awareness among learners on the latest topics around the globe, and finally (III) to support learners to be equipped with the global citizenship values in order to speak and use English which is global in any local contexts. The related body of the research puts forth the idea that embedding GIs or global education in language teaching brings affordances for

both teachers and students; however, there may still remain a misunderstanding between the concepts of GIs and global education. For example, it was portrayed in Özbaş and Güray's (2014) study that the PSELTs conceptualized global education as the world-related problems. However, global education is for all covering GIs, events, doing empathy for a better world; or put succinctly, for a peaceful world.

### Method

This is a descriptive study with a qualitative research design informed by an open-ended questionnaire and follow-up semi-structured interviews.

### Research Setting and Participants

The study was carried out at an EFL preparatory program (prep-program) of the school of foreign languages of a state university in Turkey. The EFL prep-program had one compulsory and one optional program for students enrolled at different departments. There were totally 47 EFL lecturers working in the EFL prep-program. 32 of them were in charge of teaching in the optional program and 15 were in the compulsory program during the data collection. Since purposeful sampling offers researchers to select individuals who can serve to a phenomenon by their knowledge or experience (Creswell & Plano Clark, 2011), the study employed the EFL lecturers in the compulsory program because students' language proficiency, willingness and motivation could be different from those in the optional program. Nine EFL lecturers in the compulsory group showed their consent to join the study. Further details on their gender, age, teaching experience, the time period, group and the language skills they taught in the related program are presented in Table 1 below.

Table 1. Demographic Information about EFL Lecturers.

Code	Gender	Age	Experience	Time	Group	Systems & Skills
P1	N/A*	35	12	N/A*	ELT/ELL	Listening & Speaking
P2	Male	34	11	Spring, 2019	ELT/ELL	MC** and all skills
P3	Female	44	15	Spring, 2019	ELT/ELL	MC**, Reading & Writing, Speaking
P4	Female	36	15	Spring, 2019	ELT/ELL	All skills
P5	N/A*	36	14	Spring, 2019	ELT/ELL	Grammar, Listening and Speaking.
P6	Female	36	14	Spring, 2019	Other	MC** and all skills
P7	Male	51	28	N/A*	Other	MC** (four skills, mainly grammar)
P8	Female	34	5	2018-2019	Other	All skills
P9	Female	45	23	2018-2019	Other	Reading and Speaking

N/A\*: Not Available; MC\*\*: Main Course

Table 1 shows that five of the EFL lecturers were female and two of them were male while two other participants did not make any declaration. Their age average was 38.60 and teaching experience was 14.90 years. Until the data were gathered, five of them (P2, P3, P4, P5, P6) had one academic term (16 weeks) of teaching experience and two of them (P8, P9) had more than one year of experience in the related program though two of them (P1, P7) did not specify. The participants taught students enrolled in ELT, English Language and Literature (ELL) or other departments (Molecular Biology and Genetics, Biology and Environmental Engineering, International Relations, Business Administration). Table 1 shows that the EFL lecturers were in charge of teaching to five ELT/ELL groups and the other four groups during the data collection. Finally, Table 1 illustrates their courses ranging from main course, which requires following an all-skills integrated coursebook, to each language skill and systems (*i.e.* grammar & vocabulary).

### Data Collection and Analysis

The data were obtained from the participants through an open-ended questionnaire and follow-up semi-structured interviews. Initially, the open-ended questions were developed targeting the topic of examination by the authors (Roulston, 2008) and shared by three experts from the field to seek their comments on the clarity and the purpose it employed. Subsequently, the questionnaire was developed in accordance with their suggestions and comments in terms of content, wording, and layout (Creswell, 2014). The open-ended questions are presented below.

1. How would you define 'Global Issues'? What makes them global? Please give examples.
2. If you incorporate Global Issues in your teaching context, how do you do that? If you do/can not incorporate Global Issues in your teaching, please explain your reason/s.
3. How would you define the most appropriate context (conditions and factors) for incorporating Global Issues in teaching English? (Students' age, language proficiency and/or department, the language skills you teach etc.) Can you provide reasons and examples.

Open-ended questions were delivered to the participants through e-mail and their consent was asked if they volunteered to report their views. Nine of them joined the study. After that, three of them showed further consent to join the semi-structured interviews, which allowed eliciting more details on their views. The data



from the semi-structured interviews were collected through audio-recording, each lasted around 20 minutes.

The data were exposed to inductive content analysis run by the authors and an independent researcher who had experience in qualitative data analysis. First, the data were coded and then the emerging codes were categorized by the first author and by the independent rater independently (Creswell, 2014). After that, the pair met for making agreements on the categories. When a disagreement occurred between the pair, then the second author was asked to check the data. After calculating the agreements between the peers, 92% of the coding was found to ensure consensus among the raters, which served for a high level of reliability.

## **Findings**

### **Findings of the First Research Question**

The findings of the first research question show evidence through the EFL lecturers' definitions of GIs via the first open-ended question. Two categories; namely, 'Challenges' ( $n = 7$ ), and 'Opportunity and Challenge' ( $n = 2$ ), were accessed. Each category involves more than one GI but they are heavily on environmental issues.

### **Challenges**

The challenges involved environmental-, socio-economic-, peace- and gender-issues. For example, P1 mentioned the Environmental Issues in their definition of GIs; however, stressed the possibility of any individual's potential to experience them. Sample excerpt is shown below.

Environmental issues are global. Any and every person can have them regardless of their location, gender, age, race or background. (P1)

Similarly, P7 pointed out the Environmental Issues by touching upon its effect on the nature by "drought and pollution". On the other hand, P7 addressed the Socio-Economic Issues with "famine, poverty and unemployment", and signalled Peace Education by "immigration".

To the best of my knowledge, global issues cover global warming, drought, famine, immigration, and forest fires. (P7)

P9 uttered a number of issues linked to global concerns such as Environmental Issues by "Climate Change", Gender Issues by "Gender Equality" and Socio-Economic Issues by "Financial Crisis". The first two issues were also identified in

other participants' definitions.

'Global Issues' is the biggest problems of the world today. They are global because they affect the whole of the planet and the people who live on it. 'Climate Change', 'Gender Equality', 'Financial Crisis' are some of them. (P9)

P4, P5 and P6 took negative stance in their definition. For example, P4 defined the Environmental Issues by the words "Global warming, violence, pollution", Socio-Economic Issues by "unemployment" and Human Rights Issues by "violence".

A problem which affects not only a local area but adversely affects the world / universe. They are global because they can be seen everywhere like in the form of global warming, violence, pollution, unemployment, etc. (P4)

P5 and P6 mentioned the adverse effects of the Environmental or Socio-Economic Issues by their following words.

Global issues are any issues that adversely affect people and the environment in many ways such as political issues, environmental problems, economic crisis and so on. (P5)

'Global Issues' adversely affect the nature, the environment and the people. (P6)

### *Opportunity and Challenge*

There are only two participants who shared their views on both the positive and negative sides of GIs in their definition. Specifically, P8 stressed the significance of getting networked internationally through free movement, which could lead to augmentation in financial power by implying a sort of Socio-Economic Education. However, P8 also touched upon the other side of the coin by uttering the problematic nature of those issues dispersing from inequity and gender by "digital access, girls' access to education", feminism by "women's rights", peace education by "refugees" to environmental issues by "clean water", and "human rights" below.

The free movement of people, services and individuals throughout the world in an integrated way could be called globalization. Within this context, countries could become magnets to attract global capital by introducing their economies to international companies. Digital access, women's rights, girls' access to education, refugees, clean water, human rights could be given as some examples of global issues. (P8)

It is also very similar to what P2 noted in terms of access, which could result in issues that need particular interest, and the other issues in concern. Following is a sample excerpt on that.

20th and 21st century provided people global opportunities through free movement of goods, services and ideas. However, it posed some challenges as well. These issues affect the whole global society such as global warming, wars, migration, poverty, hunger, gender inequality, artificial intelligence, etc. (P2)

Therefore, the participants both saw GIs as an affordance for getting networked and constraint that disrupts the natural flow of the human life.

### **Findings of the Second Research Question**

The findings revealed the EFL lecturers' methods of incorporation of (if any) GIs in their teaching context. The related open-ended question asked whether they did integrate any GIs in their teaching or not, and they were also supposed to provide the reasons. The EFL lecturers' choices were categorised under two headings; 'Coursebook Independent' and 'Coursebook Dependent' methods. Four participants preferred Coursebook Independent Methods because they wanted to include up-to-date and recent materials in their teaching content. Five participants uttered their choices of Coursebook Dependent Methods due to the fact that they wanted to get stuck with the coursebook they followed.

#### ***Coursebook Independent Methods***

This emerged category shows the participants' expressions on recent media sources (P3), extra authentic resources based on the real life situations (P8), and free-will oriented techniques that they developed (P7, P9). For example, P3 stated that they pulled from recent media issues emerging from local interests of environmental issues. On the other hand, P8 preferred to use only authentic materials, which could bring them several alternatives in their teaching and developing the syllabus in concern.

During my lessons, I always pull from recent media issues. The moment we take a global issue and personalize it to our students' location, awareness will be heightened among students. (P3)

Most EFL instructors do not want to see the existence of these problems even though they see them in the real world such as hunger and poor nutrition, girls' access to education, and the spread of AIDS. We - teachers - should focus on authentic contents and materials. (P8)

In addition, P9 mentioned the merits of employing GIs by using an eclectic teaching method as a to encourage their students to think critically, creatively and speak accordingly through specific topics that can serve to their interests.

I usually incorporate Global Issues in my speaking classes. First, I ask students some questions to activate their background knowledge about the topic. Then I

would give them a reading text on the topic, talk about the text and find their own solutions to the problem. (P9)

Another coursebook independent method relied mostly on the free-will oriented choices of lecturers. For example, P7 recorded that they used GIs to increase motivation and curiosity among their students and introduced the traditional PPP technique in their teaching.

I try to incorporate some topics in question into my classes to arouse my students' motivation and curiosity by using them in the warm-up, then presenting and producing relevant ideas. (P7)

### *Coursebook Dependent Methods*

This category is comprised of the participants' coursebook exploitation techniques. They employed pure-exploitation and extended-exploitation ways of coursebook dependent methods to use GIs in their teaching. For example, P1 and P4 recorded that they preferred to use the coursebook solely to incorporate GIs in language teaching.

Our coursebooks usually incorporate global issues such as global warming, lingua franca and language barrier. (P1)

As all the coursebooks include global issues nowadays, it is very easy and practical to adapt these issues in teaching. (P4)

In extended-exploitation of coursebook use, participants preferred to use two other sub-methods; using GIs in pre- and post- phases of a class hour and using them as awareness raising activities. P5 referred to the former and P2 to the latter below. Therefore, what P5 employed in their teaching was so much similar to the traditional PPP model. They used this method with a facilitative effect of GIs that were partially incorporated in the coursebooks.

The content of the books we are using usually involve global issues. So before passing on the content I check their background knowledge, then I try to draw their attention with a video or visuals and then with some target words I make them speak about the issue. For further understanding and practice I usually give them a project work or homework. (P5)

In addition, P2 reported on the awareness raising activities in both writing and speaking skills according to her experience.

It is not actually too difficult to incorporate those issues in language classes. For instance, in my writing classes I offer learners global topics to choose from. In speaking classes, we discuss those issues to raise awareness. (P2)

### **Findings of the Third Research Question**

The accessed findings revealed the EFL lecturers' definitions of the most appropriate context/s for incorporating GIs in teaching English. The content analysis generated three categories; namely, 'Students' Major', 'Students' Readiness and Language Proficiency' and 'Freedom' from the participants' responses.

#### ***Students' Major***

A number of participants mentioned students' major as the source of their potential interest to be able to exchange ideas on GIs in language classes. For example, P3 and P4 addressed its facilitative effect and P7 signalled its significance as a source of interest. In addition, P1 linked students' major as the central pivot directing young adult students' consciousness to their mature opinions. Sample excerpts on that are presented below.

I feel that students' department of study could invoke appreciation to global issues in direct relation or as a result of given global issue. (P3)

Students' departments are really important in their interest towards global issues. (P4)

Based on my teaching experience, students' major is important to discuss the global issues. (P7)

Being able to listen and talk about global issues are best suited for young adults whose departments have close links to their interests. (P1)

#### ***Students' Readiness and Language Proficiency***

Students' readiness and their language proficiency level were identified as another category for the findings of this research question. While students' awareness and their previous experiences formed their readiness, their level of English and the compatible content identified their language proficiency. For example, P6 touched upon students' readiness in terms of their awareness of the GIs and their sufficient level of language proficiency.

Students should be proficient, at the same time they should be aware of the topic. (P6)

Participants (P1, P5, P3, P9) also highlighted the students' language proficiency level in English at least at or above B1 by a particular emphasis on the productive skills such as speaking and writing. They also pinpointed the importance of the content aligning to the students' language proficiency level. Sample excerpts are given below.

Their English level should be at or above B1 to be able to use productive skills. (P1)

I would choose the content appropriately to my students' level of English but to be able to discuss global issues their proficiency should be around B2. (P5)

In addition, P8 took a detailed perspective from the other participants. P8 stressed the ethnographic factors and the cultural characters that the students have developed until they get enrolled at university. P8 also mentioned the importance of teachers' awareness on students' characteristic features and signalled to see their potentials with the following words.

We should observe what cultural characteristics exist in our classes. For example girls' access to education is a huge problem for EFL students coming from the eastern part of Turkey and those students are very sensitive about this issue and they will definitely want to discuss this issue with their friends. (P8)

### *Freedom*

This is the last category that employs a context, which offers and ensures students' freedom of speech in a democratic society through P2's words below.

The most appropriate context to discuss these issues is a democratic society where freedom of speech is protected by law. (P2)

## **Discussion and Conclusions**

The present study set out to investigate the EFL lecturers' views on their definition of GIs (I) and their incorporation of GIs in their own contexts (II) by considering the students' departments, age, proficiency and the related language skills (III). The findings show that a majority of the EFL lecturers define GIs by seeing problems that affect the human-kind and the nature mutually. This shows similarity to the finding in Özbaş and Güray's (2014) study that English language teacher candidates relate GIs with global disasters and events. Further, the definitions the participants of the present study produced were classified under environmental-, socio-economic-, peace- and gender-issues in the light of the comprehensive list of GIs presented by Kaplan (2019). The content analysis revealed each issue which involved "Climate Change, Global Warming, Violence, Drought, Pollution, Clean Water" in relation to Environmental Issues, "Immigration, Refugees, Wars" as to Peace Education, "Violence" for Human Rights Education, "Digital Access, Gender Equality, Girls' Access To Education, Women's Rights" regarding Inequity and Gender Issues, and finally "Financial Crisis, Unemployment, Famine, Poverty" with regards to Socio-Economic Issues. Also, a minority of the EFL lecturers viewed GIs which ensures getting networked, communicated and connected as affordances.

Therefore, the two categories emerged 'Challenges' and 'Opportunity and Challenge' leading to the conclusion that EFL lecturers have clear understanding of GIs, the definitions and content.

The findings as to the EFL lecturers' incorporation of GIs in their teaching indicated that they preferred two methods; coursebook independent and dependent methods. In both methods, the participants mentioned that they preferred to follow the traditional PPP model in their teaching. They adopted this model by using recent media sources, extra authentic materials based on real life situations, and free-will oriented techniques that they developed or preferred an eclectic teaching phenomenon in their coursebook independent teaching methods. On the other hand, they relied on either pure-exploitation or the extended-exploitation of the coursebook that it served with its compatible content to their choices of coursebook dependent methods.

The findings regarding the EFL lecturers' choices of the most appropriate context addressed young adults with at least B1 level of language proficiency at EFL prep-schools. The findings also indicated their advocacy of teaching to students whose academic majors would potentially boost their interest to talk about GIs. In addition, the findings revealed some other topics that could have facilitative effects on developing students' language skills. For example, the participants reported that talking about GIs could pave the way for developing students' awareness, critical thinking skills and creativity. By talking and writing about the reasons and the solutions of GIs, the students learn to think creatively and critically, and as a result, learn a language creatively and critically (Cates, 2000). Also, GIs could help students be more motivated in language learning. Further, employing GIs could be used in mostly in the productive skills; which is also evidenced in the related literature (Pramata & Yuliati, 2016). On the other hand, they touched upon several issues to be considered. For example, they reported on the EFL lecturers' social responsibility to handle such topics in classroom by considering ethnographic factors because sometimes it may be more inviting for students coming from the eastern part of Turkey to talk about girls' access to education. Therefore, integrating GIs in language teaching can afford several opportunities dispersing from encouraging students to talk about topics that serve their interests personally or in an academic manner to help teachers develop social responsibility for assisting their students be more internationally aware. Considering the findings of this study and the related studies in the literature on integrating GIs in language teaching, the following conclusion can be made:

The choice of the coursebook regarding the content, students' language

proficiency in English, needs and interests, age, and major should be considered when integrating GIs in language teaching in order for bettering their learning attainments not only in language development but also in developing their communication and critical thinking skills (Arikan, 2009; Başarır, 2017; Cates, 1990; 2000; Gürsoy & Sağlam, 2011; Gürsoy & Salı, 2014; Jacobs & Cates, 1999; Kaplan, 2019; Lee, 2017; Pratama & Yuliati, 2016; Salı & Gürsoy, 2014; Yakovchuk, 2004).

Though this study attempted to reveal EFL lecturers' views about GIs in language teaching, it could be a sounder one in methodological perspective. For example, it could employ a larger population of participants. Therefore, it could incorporate not only the EFL lecturers' but also both the students' and the administrators' views through a mixed-design study. Also, it could be replicated in different regions of Turkey in order to bring any alternative views stemming from ethnographic factors or cultural characteristics of the contexts. In addition, further research can be conducted by an experimental study which could investigate the views and success of all the agents of the process. To do so, GIs should be integrated into language teaching contexts by considering students' age, language proficiency, ethnographic characteristics and majors as the mediating variables. Accordingly, the course content should be prepared or the textbook exploitation techniques should be guided for teachers by a team of experts serving to the students' learning preferences. In addition, there could be other pedagogical implications for teachers such as forming international classroom, database for GI lesson plans and materials and joining online teacher groups (e.g. GILESIG).



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