Examining the Perceptions of English Instructors Regarding the Incorporation of Global Citizenship Education into ELT*

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ABSTRACT

The aim of this study is to explore the perceptions of ELT instructors working at a higher education institution in Turkey regarding integrating global citizenship education into ELT courses. The study was carried out by using phenomenological design, which is one of the qualitative studies. The data were collected using interview method and a semi-structured interview form was developed by the researcher as the data collection tool. The participants, selected on the basis of easily accessible sampling method, which is one of the purposeful sampling methods. The participants comprises of 13 English instructors who work at a higher education institution in the Central Anatolia Region in the academic year 2015-2016.Instructors' opinions were taken regarding how they described global citizenship, what were their roles and responsibilities in educating students as global citizens, how they practiced global citizenship education in their classes, and the challenges they were facing in practicing global citizenship education in ELT courses. Data were analysed with content analysis technique. Findings revealed that participants mostly focused on the "value" dimension of global citizenship such as respect, sensitivity, sense of belonging, responsibility, openness, etc. The instructors deemed their roles and responsibilities in preparing students as global citizens as an informer and role model. While most of the participants stated that they did not involve any specific teaching practices in their classes to educate students as global citizens, as they thought ELT lessons and global citizenship education were irrelevant, addressing global issues in the courses and role modelling were conducted by few instructors to promote global citizenship. Predominantly grammar-based teaching and student unwillingness were found as challenges of integrating global citizenship into ELT. As a result, it was concluded that ELT instructors have insufficient levels of knowledge, skills, attitude and action related with global citizenship education.

Key Words: global citizenship, global education, global issues in ELT.

1. Introduction

In this global age, many serious problems such as terrorism, racism, pollution, ethnic conflict, poverty, prejudice, social inequality and environmental destruction are encountered. Considering the fact that in this mutually dependent world where events that occur anywhere shape the other parts of the earth, it can easliy be understood that it is not possible to establish an isolated life from these events. Therefore, it is becoming increasingly necessary to raise citizens who have awareness of and sensitivity to global issues and the skills to solve them. In this context, Kan (2009) expressed a differentiation from being a citizen of a country to being a citizen of the world, while Osler and Starkey (2005) claimed that a citizenship model remaining within the borders of a countrywas unthinkable. At the end of this process, the concept of Global Citizenship has emerged, which refers to a sense of belonging to a broader community and common humanity (UNESCO, 2014).

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If we consider the fact that the events taking place elsewhere in the world are living in a mutually dependent world where other places also shape it, it can be understood that it is not possible to establish an isolated life from these events.

Although this new citizenship model is termed global citizenship, there has been no consensus on its definition yet. For Brownlie (2001, p.2), global citizenship is more than learning about seemingly complex 'global issues' such as sustainable development, conflict and international trade—important as these are. It is also about the global dimension to local issues, which are present in all our lives, localities and communities. It is part of; the jobs we do, the clothes we wear, the food we eat, the music we listen to, etc. Wang and Hoffman (2016, p.4) defined global citizens as change agents who identify with a nascent set of global values and practices and work for the common good. According to Burrows (2004, p.1), global citizenship refers to realizing the powers and the effects of these powers on human life, understanding cultures and cultural differences, analysing the problems of the world from different perspectives, and producing new ideas for the world.

OXFAM (2006, p.5), which prepares the global citizenship curriculum, defines a global citizen as someone who:
- is aware of the wider world and has a sense of their own role as a world citizen.
- respects and values diversity.
- has an understanding of how the world works.
- is passionately committed to social justice.
- participates in the community at a range of levels, from the local to the global.
- works with others to make the world a more equitable and sustainable place.
- takes responsibility for their actions.

In Lima and Brown's (2007) study, a global citizen is defined as an individual who: (1) speaks multiple languages; (2) understands about different cultures; (3) has no prejudice and respects diversity; (4) is willing to help those in need; (5) plays important roles in the society; (6) uses technology effectively; and (7) is informed about what is going on in their country and/or the world.

Raising individuals as global citizens requires some changes in traditional educational approachesas individuals who are able to adapt to the changing world order and act within those circumstances can only be trained through education and training activities (Topkaya, 2016). In this regard Akçay (2003)states thateducation is not only a means of globalization or integration, but it is also a tool for overcoming the problems created by globalization. That's why it is of great importance that the education system must renew itself in this sense and contribute to this process. In this context, global citizenship education have recently gained importance in education systems around the world. Davies (2006) argues that global citizenship education infuses learners the idea of not only belonging to their nation, but also to the world and includes global issues such as democracy, social justice and human rights.

UNESCO (2015, p.16) expressed the aims of global citizenship education as follows:

- develop an understanding of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes;
- recognise and appreciate difference and multiple identities, e.g. culture, language, religion, gender and our common humanity, and develop skills for living in an increasingly diverse world;
- develop and apply critical skills for civic literacy, e.g. critical inquiry, information technology, media literacy, critical thinking, decision-making, problem solving, negotiation, peace building and personal and social responsibility;
- recognise and examine beliefs and values and how they influence political and social decision-making, perceptions about social justice and civic engagement;
- develop attitudes of care and empathy for others and the environment and respect for diversity;
- develop values of fairness and social justice, and skills to critically analyse inequalities based on gender, socio-economic status, culture, religion, age and other issues;
- participate in, and contribute to, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens.

According to Cates (2000, p.241), the aims of global education are divided into four as; *knowledge* about world countries and cultures, and about global problems, etc; *skills* of critical thinking, co-operative problem solving, conflict resolution, etc; *attitudes* of global awareness, cultural appreciation, respect for diversity, etc; and *action:* thinking globally and acting locally. Similarly, OXFAM (2006, p.8) identified the key elements for developing active and responsible global citizenship as: *knowledge and understanding (*social justice and equity, identity and diversity, human rights, etc), *skills* (critical and creative thinking, cooperation and conflict resolution, communication, etc), *values and attitudes* (respect for people and human rights, value diversity, concern for the environment and commitment to sustainable development, etc).

Global citizenship can be integrated with many subject areas, and each of them has an important contribution to develop the key elementsof active and responsible global citizenship (OXFAM, 2006). It would not be wrong to say that one of the areas in which global citizenship education can be effectively implemented is foreign language programs.Indeed, in recent years, many educators in the field of English Language Teaching (ELT) around the world have touched on the importance of global (citizenship) education for English as a Second Language (ESL) and English as a Foreign Language (EFL) (Arıkan, 2009; Cates 1997; 2000; 2009; Chowdhury, 2013; Dyer & Bushell 1996; Erfani, 2012; Focho, 2010; Gürsoy, 2010; Gürsoy & Sağlam, 2011; Gürsoy & Salı, 2014; Jacobs & Cates, 1999; Jacobs & Goatly 2000; Kruger, 2012; Omidvar & Sukumar, 2013; Sağlam & Gürsoy, 2010; Salı & Gürsoy, 2014; Serrano, 2008; Yakovchuk, 2004; Yamashiro & McLaughlin, 1999).

According to Cates (1997), Focho (2010) and Marshal (2007), there is a certain subject flexibility in foreign language courses which does not exist in others. Yakovchuk (2004) argues for the impotance of bringing a global perspective to foreign language teaching. Pramata and Yuliati (2016) noted that the sole task of foreign language instructors is not to teach vocabulary, grammar, pronunciation, listening, speaking, reading and writing; they have a responsibility to train students who will actively

participate in the solution of global issues or at least develop awareness and understanding of these issues. This responsibility may challenge the teacher to be more resourceful and creative on the latest global issues; not only educating students but also conducing teachers' growth (Sato, 1999). For this reason, teachers should have a positive attitude towards global citizenship; be knowledgeable about designing an educational environment that integrates global citizenship education into their courses and arranging the classroom environment to implement these practices.

Hosack (2011) suggests that global issues should be addressed in ELT courses as a way of teaching for global citizenship. In this context, many researchers argue that one of the best ways to address global issues in class is content-based/theme-based instruction (Cates 1997, 2000; Crandal, 1993; Gursoy, 2010; Met, 1991; Prodromou, 1992; Serrano, 2008; Swenson & Cline, 1993). Content based instruction refers to a language teaching approach in which teaching is organized around themes and topics, instead of grammar, functions or situations. Content educators such as Brinton, Snow & Wesche (1989) and Mohan (1986) emphasize that language is an instrument in learning the world and suggest the use of motivational themes and authentic materials in classroom teaching.

Even though it is possible to mention a certain level of awareness about integrating global citizenship education and ELT courses around the world, there is limited study on this subject in Turkey (Arıkan, 2009; Gürsoy, 2010; Gürsoy & Sağlam, 2011; Gürsoy & Salı 2014; Sağlam, & Gürsoy 2010; Salı & Gürsoy 2014). These studies have revealed that students develop a positive attitude towards the course, learn the foreign language meaningfully and purposefully, and gain awareness of global issues. While the aforementioned studies are vital in terms of assessing the effectiveness of the educational practices being undertaken, no study has been found concerning the perceptions of the educationalists. However, they are the ones who are supposed to integrate global citizenship education in their courses, so it seems very important to determine their perceptions about the topic. For this reason, it was regarded as necessary that interview method, one of the qualitative research methods allowing in-depth description of practitioners about the integration of global citizenship education with ELT courses was used in this study. Therefore, it is thought that this research is important and the findings can provide data on future work related to the topic.

The general purpose of this study is to examine the perceptions of instructors about integrating global citizenship education into ELT courses. In accordance with this purpose, the answers of the following questions were sought:

1. What does global citizenship mean according to the instructors' perceptions?
2. What are the roles and responsibilities of the ELT instructors in educating students as global citizens as perceived by them?
3. What are the instructors' teaching practices in preparing students for "global citizenship?" (If any)?
4. What is the contribution of the current ELT curriculum in educating students as global citizens as perceived by the instructors?
5. What are the challenges of integrating global citizenship education with ELT courses as perceived by the instructors?

2. Method

2.1. Research Design

This research was carried out by using phenomenological design, which is one of the qualitative studies. Phenomenological studies require careful and detailed comprehension and definition of how individuals perceive, describe, feel, criticize and understand certain phenomenon (Patton, 2002, p.104). The phenomenon investigated in this study is integrating global citizenship education into ELT courses. By using phenomenological design in the study, perceptions of the instructors about integrating global citizenship education into ELT courses, the practices they perform in their classes, the challenges they encounter during these practices have been tried to examine in depth.

2.2. Participants

The participants of the research consists of 13 English instructors who work at a higher education institution in the Central Anatolia Region in the academic year 2015-2016. Convenience sampling method, which is one of the purposeful sampling methods was used in the research. The convenience sampling method gives speed and practicality to the researcher because in this method the researcher selects a situation that is close and easy to access (Yıldırım & Şimşek, 2005). While the eight of the instructors are male, five of them are female. Participants' ages ranges from 25 to 48 years. Three of the instructors have bachelor's degree, whereas six are postgradutes and four are doctoral students. Seniority of the instructors are as follows: two of them have 1-5 years, three of them have 6-10 years, five of them have 11-15 years, and three of them have 16 years and up of seniority.

2.3. Instrument

Semi-structured interview method was used in the research. The semi-structured form used in the interviews was prepared by the researcher through literature review and the opinions of two lecturers who are experts in qualitative research were also benefitted. In this interview form, there are eight questions, five of which are open ended. The questions on the interview form are as follows:

1. How would you define the concept of "global citizenship" in your own words? What characteristics do you think a global citizen should have?
2. How do you define your role and responsibility as an English Instructor in preparing students as "global citizens?"
3. What types of teaching practices do you involve in your classroom in preparing students for "global citizenship?" (If any)?
   a. Is there anything that you do differently or add to the curriculum at your classes to promote global citizenship?
4. Do you think the ELT curriculum you are currently following educate students as global citizens? Explain.
5. What do you see as challenges in ELT courses for preparing students to become global citizens?

2.4. Data Analysis

The data collected through the interview were analysed with content analysis technique. The following steps were followed in the analysis: The data were transferred to the computer and raw data texts were prepared for data analysis. The responses of the instructors were examined and coded one by one, and these codes were associated with each other and brought together and categorized. Codes and categories were edited. Findings were presented in tables and interpreted (Creswell, 2007, p.185, Strauss and Corbin, 1990, p.61, Yildirim and Simsek, 2005, p.228).

Validity and reliability studies have been carried out throughout this process. In order to increase the validity and reliability of the study, the collected data were reported in detail and explained how the results were reached (Yıldırım ve Şimşek, 2005). In addition to this, to reflect the views of the participants, findings were presented without any comment, often with a direct quotation. Instructors were given numbers and when they were quoted these numbers (for example, Instructor 1) were added at the end of the quotes. A voice recorder was used with the permission of the participants in order to prevent data loss in the study.

In qualitative research, the involvement of more than one researcher is a measure taken to increase internal credibility (LeCompte & Goetz; 1982; as cited in, Yıldırım and Şimşek 2005). In this context, the researcher provided two different experts in the field of qualitative research with the codes. Miles and Huberman's (1994) "Opinion Alliance / (Opinion Alliance + Opinion Separation) x 100" formula was used in order to check coherence coding within the scope of coding reliability. As a result, .92 coherence was determined.

3. Findings

Findings regarding the perceptions of the instructors with respect to the concept of "global citizenship"

Frequency distribution of the categories regarding the perceptions of the instructors with respect to the concept of global citizenship is shown in Table 1.

Table 1. Categories regarding the perceptions of the instructors with respect to the concept of "global citizenship"

Category	Code	Frequency
Values and attitudes	Respect	7
	Sensitivity	5
	Sense of belonging	2
	Responsibility	1
	Openness	1
	Humanitarian assistance	1
Skills	Conflict resolution	6
Knowledge and understanding	Identity and diversity	3
	Global issues	2
Total		28

As seen in Table 1, three groups of categories namely; *values and attitudes, skills,* and *knowledge and understanding* were reached according to the definitions made by the instructors regarding the concept of global citizenship. The first category that emerged with respect to the global citizenship definitions of interviewed instructors is *values and attitudes* as most of the participants addressed global citizenship in terms of the values and attitudes dimension of the concept. The opinions of the instructors regarding the components that constitute these values and attitudes were as follows by frequency: *respect (f:7), sensitivity (f:5), sense of belonging (f:2), responsibility (f:1), openness (f:1),* and *humanitarian assistance (f:1).* Two examples from the definitions of instructors on the concept of global citizenship are given below:

> *Global citizenship requires us to have concern and a share of responsibility for what is happening to our planet. A global citizen should have values such as respecting human rights, gender equity, cultural and religious diversity humanitarian assistance, and sensitivity to environmental issues (Instructor 1).*

> *As far as I know, global citizenship is a term that asserts there should be no race, religion or other type of discriminations among people. I think, people have barriers in their minds. They behave other according to their religion, hometown, country and race. For example, every day we read articles including phrases like this: "Israeli author DavidGrossman is bla bla bla", "Muslim terrorists attacked blab la bla"… In my opinion, these are prominent examples that global citizenship hasn't been acknowledged yet. People should bear in mind that the focus point is to be human as well as being an animate but not being a Muslim, Jewish or English (Instructor 3).*

The second category found out from the instructors' definitions of global citizenship is *skills.* The only code reached regarding the skills category was *conflict resolution(f:6) skills* and was expressed in terms of finding solutions to global problems such as racial discrimination, wars and conflicts, hunger etc. to struggle against them. Below is an opinion of an instructor respecting this category:

> *Global citizenship is the ability to find solutions to global problems such as poverty, racial discrimination, wars and conflicts, etc. These problems seriously threaten humanity. Global citizenship requires people to have the ability to resist any kind of inequality for a fairer and more liveable world (Instructor 5).*

The third category emerged from participants' global citizenship definitions is *knowledge and understanding* and was expressed as *identity and diversity* and *global issues.* Some instructors' statements in this direction are as follows:

> *Global citizenship means having knowledge about different cultures and countries. A global citizen should be aware of what is happening around the neighbourhood, …should know that region's culture, habits or customs… (Instructor 2).*

> *I think global citizenship is about having information about what is happening in the whole world instead of being only limited by one's narrow surrounding. It is about improving oneself on global issues such as what is happening in different parts of the world, how other people live, what are their happinesses, joys, sorrows etc. (Instructor 13).*

Findings regarding perceived roles and responsibilities of ELT Instructors in preparing students as global citizens

Three instructors stated that they did not think they had a role in preparing students as global citizens. Table 2 shows categories attained according to the opinions of those who think that they have a role and responsibility in this issue.

Table 2. Categories regarding perceived roles and responsibilities of ELT Instructors in preparing students as global citizens

Category	Code	Frequency
An Informer	Teaching about national and global citizenship	4
	Teaching about different cultures	2
A Role-model	Behaving and speaking in a less discriminative manner	2
	Being conscious about global issues	1
	Being respectful of diversities	1
Total		**10**

Table 2 shows that the categories reached from the responses of other ten instructors expressing that they have a role and responsibility in preparing students as global citizens were identified as *an informer* and *a role model*. It was determined that being an informer was applied by; *teaching about national and global citizenship (f:4),* and *teaching about different cultures (f:2).* Below are the opinions of instructors expressing their role and responsibility as an informer:

> *First of all, as the native people of this country, my students should know what our national and traditional values are and learn how to preserve them, and then go on with similar universal values: What is being a Turkish citizen, and a world citizen? What are the differences and connections between them? As we study units, we can discuss relevant global issues considering the above-mentioned questions (Instructor 1).*

> *Firstly, I should inform the students about their country or region. I mean they should recognize their own life. They should know where they are coming from… (Instructor 6).*

> *I try to teach from a lot of different cultures and don't stick to one… (Instructor 8).*

Role modelling was practised by *behaving and speaking in a more discriminative manner (f:2), being conscious about global issues (f:1)* and *being respectful of diversities(f:1).* Instructor 3 expressed his views on this issue with this statement:

> *Behaving and speaking in a less discriminative manner can contribute building a role model in my students' mind.*

Findings regarding the implementation of teaching practices with respect to the integration of global citizenship with ELT

Eight participants stated that they did not involve any specific teaching practices in their classroom to prepare students as global citizens, and they justified this by stating that English lessons and global citizenship education were irrelevant. The categories reached in line with the responses of the five participants who said that they integrated global citizenship education with ELT are presented in Table 3.

Table 3. Categories regarding the implementation of teaching practices with respect to the integration of global citizenship with ELT

Category	Code	Frequency
Addressing global issues	Making discussions about global issues	3
	Using reading texts about global issues	1
Role-modelling	Reflecting global citizenship on one's behaviour	1
Total		5

As can be seen in Table 3, two categories were reached namely; *addressing global issues* and *role modelling* in line with the responses of the five instructors who said that they integrated global citizenship education with ELT courses. It was found out that while addressing global issues were practised by *making discussions about global issues (f:3)* and *using reading texts about global issues (f:1)*, role modelling is implemented by *reflecting global citizenship on one's behaviour (f:1)*. Below are sample statements of instructors on this category:

> *Communication practices are very useful for this. I encourage my students to discuss global issues such as environmental protection, poverty alleviation, cultural and religious diversity, human rights etc. (Instructor 3).*

> *Reading passages on global topics are very useful for students as these texts increase the level of their knowledge. I think these should involve updated issues, namely political, cultural, art, sport, etc. Students should be conscious of the developments in the world (Instructor 7).*

> *I reflect it on my behaviour, I don't add to the curriculum (Instructor 11).*

Findings regarding the challenges of integrating global citizenship education into ELT

All of the participants stated that the current ELT curriculum they were following did not educate students as global citizens. The categories attained in accordance with the challenges of integrating global citizenship into ELT curriculum are presented in Table 4.

Table 4. Categories regarding the challenges of integrating global citizenshipeducation into ELT

Category	Code	Frequency
Curriculum-based	Grammar focused language teaching	4
	Its being a very new concept in ELT	3
	Dominant cultures in course books	2
	Four skills focused language teaching	1
Student-based	Unwillingness to be a global citizen	4
	Focusing exclusively on passing exams	2
	Social and cultural barriers students have	1
Instructor-based	Being obliged to following the syllabus	2
	Not knowing how to integrate global citizenship with ELT	2
	Being obliged to depending on course books	1
Total		**22**

As seen in Table 4, three categories, including *curriculum-based, student-based* and *instructor-based* were detected regarding the challenges of integrating global citizenship education into ELT.

According to the findings of the interview, curriculum-based challenges were coded as; *grammar focused language teaching (f:4), its being a very new concept in ELT (f:3), dominant cultures in course books (f:2)* and *four skills focused language teaching (f:1).* Below are the opinions of instructors concerning this category:

> *I don't think the curriculum raise students as global citizens. The activities are comprised of only four skills, grammar, reading, writing and speaking. I mean the activities are limited to the class. They only function as learning English (Instructor 10).*

> *In general, we focus on grammar points in the lessons. As long as this continues, it is unlikely that English will contribute to the features that students should have for being a global citizen (Instructor 12).*

> *ELT curriculum has been concentrating on this issue only recently. The term of global citizenship is a new concept in ELT world, and there is a long way to fully cover topics relevant to global citizenship, and create awareness. I don't think ELT curriculum is sufficiently educating our students to be conscious world citizens. It only provides limited information on the issue, and relevant education is lacking (Instructor 5).*

> *I can comment this question just in the scope of course books. So, my opinions about course books can reflect the ELT curriculum to some extent. I think, course books impose not global citizenship but specific citizenship because the common cultural values of some countries are highly included in course books. I mean, the dominant values are focussed but the others are neglected. So, not the global citizenship but the citizenship of dominant cultures is come to the forefront thought in the course books (Instructor 8).*

In line with the views of the instructors, student-based challenges were expressed as *unwillingness to be a global citizen (f:4), focusing exclusively on passing exams (f:2)* and *social and cultural barriers students have (f:1).* In terms of sampling these considerations, the following instructors' expressions are included:

… Students also only focus on passing exams; they pay no attention to English and its contribution to their becoming global citizens. Instead, they think it is just a lesson to be studied and passed (Instructor 2).

The most challenging thing for students to become global citizens is social and cultural barriers. For example, especially in highly nationalist and conservative societies, like Turkey, students may have some difficulties towards being a global citizen. These difficulties can be overcome by creating awareness about global citizenship (Instructor 6).

A lot of students aren't eager to have such an identity (Instructor 11).

As a result of the research, instructor-based challenges were expressed as *being obliged to follow the syllabus (f:2), not knowing how to integrate global citizenship with ELT (f:2)* and *being obliged to depending on course books (f:1)*. A few citations about the subject are given below to sample the instructors' thoughts:

I do not know how to integrate Global Citizenship into English classes. We may need to be educated about the subject (Instructor 4).

The reason is that we should behave according to the curriculum (Instructor 9).

I have to finish the course book till the end of the year. If I allocate time out of the book, I cannot finish it. This might be problematic for students as our mid-term and final examinationsare prepared in the direction of the course books (Instructor 13).

4. Discussion, Conclusion and Recommendations

This research was conducted by interviewing thirteen ELT instructors working at a higher education institution in Turkey to examine their perceptions regarding incorporation of global citizenship education into ELT. Oxfam (2006), which prepares global citizenship curriculum, determines the qualities that a global citizen should have as *knowledge and understanding, skills* and *values and attitudes*. Findings of the research revealed that instructors mostly focus on the "values and attitudes" dimension of global citizenship such as respecting diversities, human rights, gender equity and sensitivity to global issues. According to the findings of the research, although participants included conflict resolution skills within the context of global citizenship, they were not aware that skills such as critical and creative thinking, empathy, cooperation, ability of managing complexity and uncertainty, communication etc. were also included within the concept global citizenship. This result clearly shows the lack of knowledge of the participants about this topic and is not inexplicable when taking into account that global citizenship has been currently studied in certain subject areas in our country.

Byram (2003) suggests that the main task of language educators is not to teach only language; but rather to teach young people the experience of thinking, valuing and behaving in other ways. Similarly, Jacobs and Cates (1999) state that language teachers may play a role in making the world a better place while they develop their students' language competencies. Three of the instructors who participated in the study, however, stated that they did not think they had a role in preparing students as global citizens. It is thought that this stems from instructors' perception of global citizenship as an issue only limited to certain subject areas. The research findings revealed that the instructors who thought that they had a role and responsibility in preparing students as global citizens deemed

themselves as informers and role-models. Teaching about national and global citizenship and different cultures, behaving and speaking in a less discriminative manner, being conscious about global issues and being respectful of diversities were what they did for preparing students as global citizens. Similarly, in Jing's (2013) study, some English teachers expressed that they initially introduced local issues as a method of handling global issues in the class. However, when the literature is examined, it can easily be understood that ELT educators can do much more in this regard. Hosack (2012), for example, stated that basically there are very few restrictions on the types of subjects on which language teachers can work, and this makes it possible for teachers to relate to a wide range of important social and cultural issues in the classroom. According to Cates (1997), Focho (2010) and Marshal (2007), foreign language courses have certain flexibility in subjects that is not available in other courses. In this context Rivers expressed his thoughts (1976, 96), "*As language teachers we are the most fortunate of teachers--all subjects are ours. Whatever [the students] want to communicate about, whatever they want to read about, is our subject matter*". '(as cited in Jacobs & Cates, 1999). On the other hand, Hosack (2011), noted that foreign language teachers' use of content on global issues would contribute to global citizenship. According to him, working with content designed to increase student awareness of issues such as climate change, biodiversity loss, refugee welfare, international health problems is a way of teaching for global citizenship.

The findings of the research also show that most of the ELT instructors, who are unconscious of their role and responsibilities in the development of global citizenship in their students, reflect their ideas into their classroom practices. Out of 13 instructors, eight stated that they did not involve any specific teaching practices in their classrooms to prepare students as global citizens, as English classes were not suitable for that. It is thought that this stems from participants' perception of global citizenship education as an issue only associated with certain courses, such as Social Studies or Citizenship and Democracy Education. However, global citizenship education is considered to be too wide-ranging to cover a single course or unit, and can also be integrated as a common area of connection within the scope of many disciplines, including ELT. Concordantly, it seems possible to mention an increasing awareness in the literature which integrate global (citizenship) education with ELT (Arıkan, 2009; Cates 1997; 2000; 2002; Chowdhury, 2013; Dyer & Bushell 1996; Erfani, 2012; Focho, 2010; Gürsoy & Salı, 2014; Gürsoy, 2010; Jacobs & Cates, 1999; Jacobs & Goatly 2000; Hauschild et al., 2012; Hosack, 2012; 2011; Kruger, 2012; Omidvar & Sukumar, 2013; Pramata & Yuliati, 2016; Sağlam & Gürsoy, 2010; Serrano, 2008; Salı & Gürsoy, 2014;Yakovchuk, 2004; Yamashiro & McLaughlin, 1999). While some of these studies emphasize how global issues will provide meaningful content for language lessons, others underline the tasks of language teachers in teaching for a better world.

Instructors who practice global citizenship education in their courses stated that they did it by addressing global issues in the classes and role modelling. Addressing global issues is implemented by making discussions and using reading texts about global issues. Similar to this finding, Hosack (2011) noted that foreign language teachers' use of content on global issues would contribute to global citizenship. Likewise, Provo (1993), one of the language educators advocating global education, stated the need to use reading materials, dialogues and debates in teaching. He also suggested that content should be designed to inform learners about important world affairs and encourage them to think about solutions (As cited in, Cates, 2009add page number). Using global issues as the main theme in language classes may be one of the practical ways of doing this. In this context, many researchers advocate content-based and theme-based instruction in the methodology of foreign language

teaching, particularly in connection with teaching global issues (Cates; 1997, 2000; Crandal, 1993; Gürsoy, 2010; Met, 1991; Prodromou, 1992; Serrano, 2008; Swenson & Cline, 1993).It is expected that students will not only develop language skills but also develop awareness, skills and positive attitudes towards these problems with this kind of approach (Gürsoy & Salı, 2014).

According to Omidvar and Sukumar (2013), a real curriculum is not limited to teaching a specific subject area in a college or university but aims to cultivate multifaceted citizens who fulfill their social functions more efficiently. On the other hand, the findings of the research have revealed that the instructors think that the current ELT curriculum does not educate students as global citizens. According to the participants, integrating global citizenship education with ELT had curriculum-based, student-based and instructor-based challenges. Curriculum-based challenges were expressed as grammar focused language teaching, global citizenship's being a very new concept in ELT, dominant cultures in course books and four skills focused language teaching. Even if the curriculum does not foresee grammar focused language teaching on paper, the general language teaching system in our country mostly ends up with that the courses be taught in this way in practice. Although this is a significant challenge, according to Jing (2013), even the usual grammar teaching can be a good way to improve global awareness as long as teachers take cultural and global considerations into account.

The fact that global citizenship education is a very new concept in the field of ELT corresponds to the other findings of the study. Instructors' lack of knowledge about the skill dimension of global citizenship, lack of awareness of their roles and responsibilities in global citizenship education, and exclusion of activities that contribute to the development of students as global citizens in the lessons can be thought of as a reflection of its being a very recent topic in ELT. The challenge of coursebooks' including mainly dominant cultures has also appeared in the study of Günay (2012). According to the findings of the study in question, inclusion of multicultural content is rarely undertaken directly and on a regular basis and multi-culturalism is limited to the cultural variety of the English-speaking world (England, Scotland, United States, Australia, Canada) in coursebooks, thus offering limited choices for learners to look at from different perspectives. In this regard, Nault (2006) pointed out that ELT professionals should resign the assumption that the US and Great Britain represent the sole 'target cultures' of the English language and improve themselves in using more inclusive teaching materials in their classes. It is a very interesting research finding that four skills focused language teaching is seen as a challenge regarding global citizenship education. Although it was expressed by one instructor, it is a striking finding in terms of lack of knowledge about the issue, as on the contrary, four skills focused language teaching is not a challenge but a necessity in global citizenship education. For example; theme-based model, which is regarded as one of the appropriate approaches in addressing global issues in ELT classes, necessitates the integration of four language skills. In this approach, each topic can initially be presented with a reading task. This can be followed by a discussion activity aimed at recalling the learned words and subject, a listening activity that deals with the same topic, and a writing task that combines newly learned information ((Brinton, Snow &Wesche, 1989; Richards & Rodgers, 2001).

The lack of knowledge about integrating global citizenship education into ELT courses was also articulated by the instructors themselves. Other instructor-based challenges were expressed as being obliged to following the syllabus and depending on course books. The instructors were unable to get out of the syllabus and course book because they had to carry out their courses depending on them.

Altough it is deemed necessary, especially at the tertiary level, for the instructor to be able to act flexibly in order to carry out his / her own lessons in accordance with the needs of the students, rather than strictly sticking to the syllabus and course book, Byram, Gribkova and Starkey (2002) suggested that the intercultural dimension can still be improved even if teachers have to follow a certain curriculum. With changes on and challenges to the curriculum, learners might be made aware of implicit values and meanings in the material used.

The research findings also revealed that according to the participants, students were reluctant to receive global citizenship education and they had some social and cultural barriers about the subject. Another student-based challenge as perceived by the instructors was that students only focused on passing exams regarding English classes. Instructors' lack of awareness about the subject may have caused them not to struggle enough to raise students' awareness on this issue.

It is thought that ELT instructors/ teachers have great roles and responsibilities in educating students as global citizens. However, it has been concluded from the study that ELT instructors have insufficient levels of knowledge, skills, attitude and action related with global citizenship education. It may be helpful to provide ELT educators at all levels with in-service training on integrating global citizenship education into ELT so that they can organize the teaching-learning environment according to global citizenship education. However, it should be reminded that this study was carried out through interviews with 13 instructors working at university in the Central Anatolia region of Turkey.Similar studies with larger sampleswith mixed methods can provide significant contributions in terms of clarifying the subject in larger groups. In addition, other qualitative studies to be carried out at primary, secondary and high school level can be useful in explaining the issue in depth. Empirical studies, case studies and action research that integrate global citizenship education with ELT courses will also make a great contribution to the field.

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