





## Pre-service English Language Teachers' Perceptions of Global Competence and Evaluations of Global Education<sup>1</sup>

### İngilizce Öğretmeni Adaylarının Küresel Yeterlik Algıları ve Küresel Eğitime İlişkin Değerlendirmeleri

Sayfa | 1

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**Geliş tarihi - Received:** 29 December 2024  
**Kabul tarihi - Accepted:** 9 April 2025  
**Yayın tarihi - Published:** 28 October 2025

<sup>1</sup> This study was supported by the TÜBİTAK 2209-A 2021/2 Term University Student Research Projects Support Program (Project No: 1919B012109865).

Kos, I. E. and Celik, H. (2025). Pre-service English language teachers' perceptions of global competence and evaluations of global education. *Western Anatolia Journal of Educational Sciences*, 16(Special Issue 4), 1-28.  
DOI. 10.51460/baebd.1609437



WAJES, (2025), 16 (Special issue 4), 1-28.  
BAEBD, (2025), 16 (Özel sayı 4), 1-28.  
Research Paper / Araştırma Makalesi

**Abstract.** In today's globalized world, the ability to analyze national and international issues and understand diverse perspectives has become an essential skill. Given their pivotal role in fostering this competency in future generations, it is crucial to examine the knowledge, skills, and attitudes of English language teachers. Thus, this mixed-method study investigates the perceptions of pre-service English teachers regarding their global competences and their evaluations of global education and its integration into language teaching. Data were collected via global competence scale and one-on-one interviews and were analyzed using descriptive and inferential statistics alongside qualitative content analysis. The findings revealed that despite feeling relatively less competent in their skills of international academic communication, international academic knowledge and world knowledge, the pre-service English language teachers reported high levels of attitudes and values towards global competence, particularly high levels of intent to interact. Furthermore, qualitative results reveal that pre-service teachers exhibit a lack of confidence in integrating global topics into their classrooms and experience uncertainty, particularly in areas such as political and economic structures, international relations, and the impacts of globalization.

**Keywords:** English language teaching, Pre-service English language teachers, Global education, Global competence, Sustainability, UNESCO.

**Öz.** Günümüzün küreselleşmiş dünyasında, ulusal ve uluslararası meseleleri analiz etme ve farklı bakış açılarını anlama yeteneği önemli bir beceri haline gelmiştir. Gelecek nesillerde bu yeterliliğin gelişmesini sağlamak için İngilizce öğretmenlerinin bilgi, beceri ve tutumlarını incelemek gereklidir. Bu karma yöntem araştırması, İngilizce öğretmeni adaylarının küresel yeterlik algılarını ve küresel eğitimle ilgili görüşlerini incelemektedir. Veriler, küresel yeterlik ölçeği ve birebir görüşmeler aracılığıyla toplanmış ve betimleyici ve yordayıcı istatistikler ve nitel içerik analizi ile analiz edilmiştir. Bulgular, öğretmen adaylarının uluslararası akademik iletişim, uluslararası akademik bilgi ve dünya bilgisi konusunda kendilerini daha az yetkin hissettiklerini, ancak küresel yeterliğin parçası olan tutum ve değer yeterlikleri açısından yeterlik algılarının yüksek olduğunu göstermektedir. Ayrıca, öğretmen adayları küresel konuları sınıflarına entegre etme konusunda güvensizlik duymakta ve siyasi, ekonomik yapılar, uluslararası ilişkiler gibi konulara ilişkin bilgilerinde belirsizlik yaşamaktadır. Küresel konulara karşı olumlu tutumları olsa da, küresel bilgi ve becerilerinin sınırlı olduğu anlaşılmaktadır.

**Anahtar Sözcükler:** İngilizce öğretimi, İngilizce öğretmeni adayları, Küresel eğitim, Küresel yeterlik, Sürdürülebilirlik, UNESCO.



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## Genişletilmiş Özet

**Giriş.** Küreselleşen dünyada bireylerin farklı bakış açılarını anlayabilme, eleştirel düşünebilme ve kültürlerarası etkili iletişim kurabilme becerileri giderek daha önemli hale gelmektedir. Bu bağlamda, küresel yeterlik, bireylerin yerel ve küresel meseleleri değerlendirme, sürdürülebilir kalkınmaya katkıda bulunma ve empati geliştirme kapasitelerini içerir. Birleşmiş Milletler Eğitim, Bilim ve Kültür Kurumu (UNESCO) ve Ekonomik İşbirliği ve Kalkınma Örgütü (OECD), bu yeterliklerin eğitim yoluyla geliştirilmesi gerektiğini vurgulamaktadır. İngilizce öğretmenleri, dil öğretiminin ötesine geçerek, öğrencilerin küresel farkındalık ve kültürel duyarlılık geliştirmeleri açısından kritik bir role sahiptir. Ancak alanyazında, öğretmen adaylarının bu konuda genellikle yetersiz olduğu, öğretmen yetiştirme programlarının ise küresel meseleleri kapsama konusunda eksik kaldığı görülmektedir. Türkiye’deki araştırmalar, bu yetersizliğin daha çok teori ve uygulama arasındaki kopukluktan ve materyallerin yüzeyselliğinden kaynaklandığını göstermektedir. Dolayısıyla, küresel eğitim ve küresel yeterlik eğitiminin öğretmen eğitimi programlarına kapsamlı bir şekilde entegre edilmesi gerektiği açıktır.

**Yöntem.** Araştırmada karma yöntem deseni kullanılmıştır. Nicel veri, 150 İngilizce öğretmeni adayından Küresel Yeterlik Ölçeği (Köş and Çelik, 2023) kullanılarak toplanmıştır. Ölçek, bilgi, beceri ve tutum olmak üzere üç ana boyutu kapsamaktadır. Nitel veri ise, sekiz öğretmen adayıyla yapılan birebir görüşmelerden elde edilmiş ve içerik analizi yöntemiyle değerlendirilmiştir. Katılımcılar, Türkiye’nin kuzeydoğusunda bir üniversitenin İngilizce öğretmenliği programına kayıtlı öğrencilerdir. Veri toplama süreci, etik kurul onayı alınarak gerçekleştirilmiş ve veriler hem betimleyici hem de yordayıcı istatistiklerle analiz edilmiştir.

**Bulgular.** Nicel verilere göre, İngilizce öğretmeni adayları uluslararası organizasyonlar, küresel meseleler ve akademik araştırma yöntemleri gibi konularda sınırlı bilgiye sahiptir. Özellikle uluslararası akademik iletişim becerileri oldukça zayıf bulunmuş, adayların çoğu yabancı akademik çevrelerle etkileşim kurmakta zorlandıklarını ifade etmiştir. Buna karşın, kültürlerarası iletişim ve farklı kültürlerle uyum sağlama becerileri daha olumlu bir profil sergilemiştir. Adayların tutum ve değer düzeyinde ise güçlü bir istek ve ilgi gösterdikleri dikkat çekmektedir. Nicel veriler, İngilizce öğretmeni adaylarının farklı kültürlerle etkileşim kurma, küresel konulara dahil olma ve bu meseleleri öğrenme konusunda motivasyonlarının yüksek olduğu göstermiştir. Nitel verilere göre ise, İngilizce öğretmeni adayları öğretmen yetiştirme programlarının küresel eğitimi yeterince kapsamlı bir şekilde ele almadığını, ders materyallerinin yüzeysel kaldığını ve genellikle yerel kültürlerle odaklandığını ifade etmiştir. Katılımcılar, küresel meseleleri sınıflarında ele alma konusunda bilgi eksikliği, yetersiz pedagojik rehberlik ve toplumdan gelen baskılar gibi faktörlerin altını çizmiştir.

**Tartışma ve Sonuç.** Araştırma, İngilizce öğretmeni adaylarının küresel yeterliklerinde uluslararası akademik bilgi ve uluslararası akademik iletişim ve dünya bilgisi gibi açılardan eksiklikler olduğunu gösterse de, küresel yeterliklere ilişkin değer ve tutumlarının yüksek olduğunu göstermektedir. Bu durum, öğretmen eğitimi programlarının küresel meseleleri kapsayıcı şekilde ele almasını ve uluslararası akademik deneyimlerin teşvik edilmesini gerekli kılmaktadır. Eğitim politikalarının, öğretmenlerin sürdürülebilir bir dünya için rehberlik edebileceği şekilde düzenlenmesi de önem arz etmektedir. Bu çalışma, küresel yeterlik eğitime yönelik içerik ve çalışmaların İngilizce öğretmeni eğitimi programlarına dahil edilmesinin önemine işaret etmektedir.



## Introduction

In the contemporary world characterized by rapid change and continuous development besides health, economic, and socio-political crises, the ability for individuals to engage in international thought and action is of paramount importance. A cascade of interconnected events, wherein complex global challenges including wars, political conflicts, pandemics, gender inequality, climate change, global warming, natural disasters and poverty have also emerged as pressing concerns. These have reshaped the globe, turning it into a closely connected global community. Over 250 million individuals, a staggering number, now reside in countries other than their places of birth (Karanikola, 2022a). Consequently, there is an increasing need to communicate with culturally and linguistically diverse people in the globalizing world (Zhao, 2010).

The phenomenon of globalization, precipitated by diverse events and progressively gaining prominence, encompasses the interdependence and mutual reliance of global economies, cultures, and societies. Consequently, the cultivation of an enhanced capacity among global citizens to comprehend and analyze issues of universal concern becomes imperative (the Organisation for Economic Co-operation and Development [OECD], 2018). As “an increasingly important disposition for today’s society” (Parmigiani et al., 2022, p. 1), and as “a multidimensional capacity” (OECD, 2018, p. 4), the concept of global competence attracts the interest of researchers. OECD (2018) defines global competence as the ability to critically analyze issues across local, global, and intercultural contexts, appreciate diverse perspectives, communicate effectively across cultures, and contribute actively to collective well-being and sustainable development.

The focus on the relationship between personal growth and the welfare of society highlights the profound influence of global competence and the education that fosters it as a transformational force for a sustainable present and future. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) aims at fostering intercultural understanding and communication (UNESCO, 2013) to build harmonious and sustainable societies. In this regard, scholars (see Idrissi et al., 2020; Kjellgren and Richter, 2021) argue that individuals need to possess global competence to support peaceful and sustainable societies. In this regard, it becomes evident that for teachers to effectively prepare future generations to navigate and succeed in a globally interconnected world, they must themselves be globally competent. As noted by Zhao (2010), “to develop global competence, schools will require teachers who are globally competent” (p. 427).

Global competences enable teachers to discover beliefs about global and intercultural education, interact with colleagues effectively in various educational contexts, and develop education that fulfills the requirements of individuals in the twenty-first century (Idrissi et al., 2020). Thus, developing global competence will help teachers educate future generations who have a thorough understanding of the environment and who value respect and tolerance the most. These indicate the need for global competences for individuals to provide knowledge, understanding, and ability to put certain skills to use, including anticipating global issues, understanding their environment, empathetically engaging with various viewpoints, developing solutions to global issues, etc.



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Hence, it is imperative that global education needs to be implemented with thoroughness and efficacy to cultivate individuals' global competences. In this undertaking, teachers bear significant responsibilities. They contribute significantly to the evolution of students' perspectives and the cultivation of a comprehensive global understanding that embraces diverse viewpoints (Cheng and Huang, 2023). Research shows that majority of teachers lack training to effectively instruct in a variety of contexts (Ebere and Isaac, 2023) and have limited awareness regarding how globalization affects their pupils and communities (see Grant, 1992; Merryfield, 1991, 2000; Sleeter, 1992). Imparting global education effectively requires educators to possess a robust comprehension of the subject matter, exhibit awareness of their professional competences, and adeptly translate theoretical knowledge and practical experiences into instructional practices.

In the pursuit of this objective, it becomes crucial to analyze pre-service English language teachers' (hereafter PSTs) perceptions regarding their global competence in the realm of global education and sustainable development. Some studies (Byker, 2016; Goren and Yemini, 2016) have discussed the knowledge and skills that teachers ought to possess and the fields in which global education can be applied (Barrett, 2019). The concept of global competence in the context of teaching foreign languages is a significant field of study, the importance of which is undeniable (Byram, 2021; Deardorff, 2006). English language teaching and teacher education contribute significantly to the development of global competence by facilitating intercultural communication and promoting empathy for different perspectives (Deardorff, 2006). From the vantage point of language learners, effective language teaching necessitates the guidance of highly skilled teachers who exhibit adaptability to dynamic changes within the global educational paradigm (Yacob et al., 2022). This underscores the significance of global competences, pedagogical expertise, ongoing professional development, and a keen awareness of evolving educational methodologies to foster optimal language learning.

Consequently, growing emphasis on global competence in English language teaching and teacher education highlights the need for a more comprehensive incorporation of global perspectives into both curricula and teacher training, aimed at improving teaching practices. In this context, the present study investigates PSTs' perceptions of their global competences, alongside their evaluations of global education and how to address and include it in language teaching.

### **Global education and global competence education in language teacher education**

The necessity of global education emerged in the 1960s, characterized as "a movement to reform education and society" (Standish, 2014, p. 166). Despite acknowledging definitional ambiguities associated with the term (see Kirkwood, 2001; Standish, 2014), global education refers to the need to cultivate competence to effectively respond to economic, technological, cultural changes. It encompasses aspects such as academic mobility, the influence of global forces, globalized education systems, localized interpretations, the cultivation of global perspectives, global education practices, and the assessment of learning outcomes on a global scale (Standish, 2014).

Global education aims to cultivate students' imaginative capacities, and through the curriculum, students are encouraged to engage with or envision different human experiences, thereby



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broadening their perspectives on the world and fostering an understanding of diverse ways of being (Heilman, 2007). Therefore, cultivation of human capacity to understand others' views and experiences is among the ultimate aims of global education (see Heilman, 2007).

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Besides, global education plays an important role in English language teaching (hereafter ELT), since it promotes a thorough method of providing teachers with the skills required to successfully navigate global issues. Kirkwood (2001) defines individuals as globally educated when they have "high technology skills, broad interdisciplinary knowledge about the contemporary world, and the adaptability, flexibility, and world-consciousness to participate effectively in the globalized world" (p. 11). Kirkwood's definition indicates the need of comprehending global issues and developing the abilities needed to engage with a constantly changing globalized world. This has resulted in an increasing emphasis on global education, particularly by numerous scholars in the field of ELT (Başarır, 2017).

Research indicates that global education positively influences language teaching, emphasizing the responsibility of future language educators to incorporate global education into their teaching practices (Cates, 1997; Jacobs and Cates, 2012; Kruger, 2012; Yakovchuk, 2004). To fulfill this role, educators must possess necessary competences to address global issues (Oguro and Harbon, 2021). However, studies reveal that research on global problems, global education, and global competence remains insufficiently explored and lacks comprehensive examination.

One critical juncture where the concepts of global education and global competence become particularly significant is in countries undergoing continuous social transformation. Türkiye is a prime example, positioned among developing nations due to its dynamic and changing demographic structure (Yılmaz, 2022). The impacts of major conflicts, such as the Syrian Civil War in 2011, the Russia-Ukraine War in 2022, and the Israel-Palestine conflict in 2023, have been notably felt in Türkiye. The 2011 Syrian Civil War, in particular, led Türkiye to host a significant number of refugees, resulting in an ongoing coexistence with individuals from a myriad of cultural and linguistic backgrounds. This situation has necessitated the sharing of educational spaces and social life among people from different cultures. In such a diverse environment, fostering individuals, particularly language teachers, with global competence becomes increasingly vital (Ting, 2023).

Given all these considerations, it is essential to understand the extent to which English language teachers in Türkiye, a developing country characterized by its diverse cultural landscape and capacity to attract individuals of other cultures, nationalities, and languages for education and/or profession-related factors, meet the standards of global competence and their perspectives on global education.

While global education has been extensively studied in various countries, it remains a relatively novel field of inquiry in Türkiye. Recent literature (Arıkan, 2009; Başarır, 2017; Çokçalışkan and Çelik, 2017; Gürsoy and Sağlam, 2011; Gürsoy and Salı, 2014; Salı and Gürsoy, 2014) indicates a noticeable increase in research over the past decade, reflecting a growing academic interest and scholarly engagement (Kaymakçı, 2012). Scholars (Gürsoy, 2010; Gürsoy and Sağlam, 2011) suggest that teacher training programs are not sufficient to deliver global education, and there is a need for comprehensive



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programs. It is known that frequent changes in teacher education programs in Türkiye cause difficulties in the realization of continuous policy, while at the same time harming teacher education, and therefore a major obstacle to the adequate and understandable implementation of global education (Baris and Hasan, 2019). Studies carried out in the Turkish context seem mostly to focus on global education from in-service teachers' lens (Balbağ and Türkcan, 2017; Receptoğlu, 2022). Furthermore, researchers (Arslangilay and Taşpınar, 2017; Öcal and Yakar, 2015) examine the curricula of different universities and educational institutions to evaluate their role in fostering global awareness. Few other researchers (Ahmed, 2022; Hashizaki and Kawaguchi, 2012; Jing, 2013) have focused on measuring the attitudes and/or perceptions of PSTs and/or teachers on global education and global issues.

Besides, research focusing on the global competence of PSTs in Türkiye is limited. While studies have explored the competences of teachers working in multicultural environments (Karadağ and Özden, 2020; Polat and Kılıç, 2013) or examined global citizenship education at different educational levels (Balbağ and Türkcan, 2017; Kılınc and Korkmaz, 2015; Topkaya and Coşkun, 2016), there is a significant gap in research specifically addressing pre-service English language teachers' perceptions of their global competences and how they evaluate global education and its integration into English language teaching. This gap exists particularly in relation to how pre-service teachers integrate global education into their teaching practices.

In light of these gaps, this study aims to answer the following research questions:

- What are pre-service English language teachers' perceptions regarding their global competences?
- To what extent do pre-service English language teachers perceive the integration of global education and global issues in the policy documents (2-8 and 9-12 English language programs), textbooks, and in the English language teacher education curriculum in Türkiye?
- How do pre-service English language teachers conceptualize global education and evaluate its integration into English language teaching?

## Methodology

This study employed a mixed-methods design to gain deeper insights into participants' perspectives, enhance methodological flexibility, and collect more comprehensive data (Weyant, 2022). This approach incorporates data triangulation, which strengthens the reliability of findings by integrating multiple data sources and methods (Denzin, 2009). While quantitative methods primarily focus on identifying shared characteristics across groups (Dörnyei, 2007), qualitative data expand the scope of the study by capturing individuals' personal opinions, experiences, and insights.

### Instrumentation

For the quantitative data, the global competence scale adopted by Author#1 and Author#2 (2023), originally developed by Liu et al. (2020), was used. Under 3 dimensions (*Knowledge and understanding, Skills, Attitude and values*), the 25-item, five-point likert scale includes 8 factors (see Table 1). The Likert spans from "strongly agree" (5) to "strongly disagree" (1); the midpoint value (3)



was designated as "unsure". The factor structure of the scale was thoroughly examined through exploratory and confirmatory factor analyses. For exploratory factor analysis, various tests, for instance Kaiser-Meyer-Olkin (used to test the adequacy of the sampling) and Barlett's test of sphericity (to assure the suitability of the data for factor analysis) were used. Various fit indices such as Chi-square ( $\chi^2$ ), comparative fit index (CFI), Tucker Lewis index (TLI), standardized root mean square residual (SRMR), and the root mean square error of approximation (RMSEA) confirmed the factor structure of the scale initially found through exploratory factor analysis and suggested a good model fit. Besides, the scale demonstrated high internal consistency (*Cronbach's*  $\alpha = .90$ , *McDonald's*  $\omega = .91$ ) indicating strong consistency across samples (for more about validation and reliability see Köş and Çelik, 2023, pp. 822-827).

For one-on-one interviews, we developed an interview protocol consisting of three parts, 10 questions, and 15 sub-questions (see Appendix 1). The first part focuses on the personal background of the participants. The second part addresses participants' perspectives on the inclusion of global issues in English language teaching programs and teaching materials and how their experiences on both teaching programs and materials have shaped their views on global education. The last part delves into participants' knowledge of global education and its relevance to English language teaching, as well as their readiness to integrate global issues into their future teaching practice.

To ensure the content and construct validities of the interview protocol, an initial set of questions was developed based on a review of the relevant literature on global education and foreign language teaching. This was also to make sure that the protocol covers all and only the relevant aspects of the concepts being examined. The protocol was revised and refined through the negotiations between the researchers, and a draft was formed. Using the draft protocol, we conducted pilot interviews with two pre-service English teachers who were not included in the main study. This process aimed to improve the clarity and flow of the questions, besides to assure if the questions were worded correctly and effectively. Debriefing between the researchers regarding if and how the protocol worked in pilot interviews helped fine-tune the form. The revised version of the protocol was then used for data collection.

### The setting and participants

The study sample consisted of 150 PSTs enrolled in an ELT program at a university in northeastern Türkiye. The university is known for its diverse student body, comprising individuals from various cultural and socio-economic backgrounds. The participants were enrolled in the ELT undergraduate program, which is a four-year program designed to prepare future language educators for the challenges of teaching English as a foreign language in different parts of the country. The program emphasizes both linguistic proficiency and pedagogical skills, with a curriculum that includes courses on content knowledge, pedagogical knowledge and general cultural knowledge. Great majority of the participants were female ( $n = 95$ ), while the rest were male ( $n = 55$ ). Their ages ranged between 18 and 36 with an average of 21. Despite greater participation from the first year ( $n=37$ ), there were 33 participants from the preparatory class, while 27 PSTs (for each) participated from the third and fourth years. 26 other PSTs participated from the second year. Great majority ( $n=140$ ) did not have any previous experience abroad, while a small portion ( $n=10$ ) had Erasmus learning mobility



$n=4$ ), study abroad ( $n=4$ ), and travel abroad ( $n=2$ ). Great majority ( $n=104$ ) had friendships with speakers of other languages, while a relatively small number ( $n=36$ ) did not.

In addition, one-on-one interviews were conducted with 4 male and 4 female participants to elicit in-depth evaluations. Their ages ranged from 18 to 36 years with an average of 22. At least one student is present from each class level at the undergraduate level, with two students from the first, second, and fourth grades. Majority ( $n=6$ ) had no voluntary work experience while one reported volunteering for an international organization, while another mentioned offering volunteer support at a university conference.

### Data collection and analysis

Upon receiving approval from the Ethics Committee (E-81614018-000-2200023392) of the University, we collected the data. The first researcher contacted each grade, introduced himself, and informed them about the project. Those who consented were sent the link for the questionnaire.

In the last part of the questionnaire, the participants were asked whether they would volunteer for interviews, and if their answer was yes, they were asked to leave their contact information. The participants who wished to take part in the interviews were later contacted for interviews. The interviews, which ranged between 25 and 35 minutes, were recorded via a voice recorder.

For the analysis of quantitative data, means and standard deviations were computed as part of the descriptive analysis, encompassing an item-based analysis as well as an analysis of each dimension and associated factors, and the overall scale mean and standard deviation. Shapiro-Wilk, as the most powerful test of normality allowing samples ranging from 3 to 5000 (see Tomšik, 2019) revealed a non-normally distributed data ( $p < .001$ ) which required Wilcoxon signed ranks test to compare the means of dimensions and factors to see if they statistically significantly differ from each other and Spearman Correlation to see how the PSTs' perceptions within and across dimensions and factors interact and influence and are influenced by each other. As for the qualitative data, the audio recordings were first transcribed, yielding a 30-page document. To enhance familiarity with the data, a thorough reading by both researchers was conducted to facilitate the identification of meanings and codes. Subsequently, an inductive content analysis was applied to systematically code and categorize the data. Final codes and categories were achieved through debriefs between the researchers.

## Findings

This section first presents and discusses the findings related to the PSTs' perceptions of their global competences, as explored in the first research question. It then examines PSTs' views on global education and its integration into ELT, including the extent to which global issues are incorporated into policy documents (2-8 and 9-12 English language programs), textbooks, and the English language teacher education curriculum in Türkiye, as addressed in the second and third research questions.



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## Pre-service English language teachers' perceptions of global competences

With the research objectives and questions outlined above, this subsection presents the findings from the global competence scale, illustrating the extent to which the PSTs perceived themselves as globally competent. To draw a broader and a comprehensive picture of the PSTs' perceived global competences, below we first present scale-, dimension-, and factor-based results (see Table 1).

Table 1.  
Pre-service English Language Teachers' Perceptions of Global Competences (Dimension and Factor-based)

	Number of items	<i>M</i>	<i>SD</i>
<b>Scale</b>	25	3.57	0.53
<b>Dimension 1 Knowledge and Understanding</b>	9	3.41	0.71
Factor 1 - World Knowledge	3	3.61	0.95
Factor 2 - Understanding Globalization	3	3.79	0.82
Factor 3 - International Academic Knowledge	3	2.82	0.90
<b>Dimension 2 Skills</b>	9	3.28	0.62
Factor 4 - Use of Tools	2	4.09	0.84
Factor 5 - Cross-cultural Communication	4	3.98	0.75
Factor 6 - International Academic Communication	3	1.79	0.83
<b>Dimension 3 Attitude and Values</b>	7	4.16	0.67
Factor 7 - Intent to Interact	5	4.30	0.71
Factor 8 - Values	2	3.80	0.92

The analysis of PSTs' global competences across the three dimensions regarding their overall perceptions of global competences reveals that they were unsure ( $M = 3.57$ ) if they had global competences. A comparison of the dimensions reveals a noticeably stronger perception regarding the attitudes and values ( $M = 4.16$ ) that the PSTs believe they are likely to possess in order to be globally competent. Besides, the PSTs were found to be uncertain if they had the knowledge and understanding ( $M = 3.41$ ) to regard themselves as globally competent while they had weaker perceptions regarding the skills that make them globally competent ( $M = 3.28$ ). For inferential statistics we ran the Wilcoxon signed ranks test to see if their perceptions across the three dimensions differed from each other. The findings indicated a statistically significant difference in their perceptions of knowledge, understanding, skills, and attitudes related to global competencies ( $p < .05$ ).

We also ran item-based descriptive analysis to see a detailed account of the PSTs' perceptions of global competences across three key dimensions: knowledge and understanding, skills, and attitudes (see Table 2).



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Table 2.  
Pre-service English Language Teachers' Perceptions of Global Competence

Dimension	Factor	Number of items	Item	M	SD
Knowledge and Understanding	World knowledge	I1	Other than my own country, I know about the history and geography of at least one other country.	3.60	1.09
		I2	Other than my own country, I know about the political and economic systems of at least one other country.	3.30	1.24
		I3	Other than my own country, I know about the language, cultural norms, religions, beliefs, and customs of at least one other country.	3.92	0.94
	Understanding globalization	I4	I understand the globalization concept and its development trends.	3.71	1.00
		I5	I understand the effect of globalization on a country's development, individual lifestyles and scientific research activities.	3.93	0.92
		I6	I understand the roles of international organizations and institutions in today's world and society.	3.73	0.99
	International academic knowledge	I7	I know the internationally accepted theories and schools of thought in my field of study or profession.	3.09	1.06
		I8	I know the international cutting-edge research problems, issues, and theories in my field of study or profession.	2.61	0.97
		I9	I know the main internationally accepted research methods in my field of study or profession.	2.77	0.98
Skills	Use of tools	I10	I can easily use MS Office, PDF Reader, and other common international software.	3.82	1.09
		I11	I can easily browse foreign language websites to obtain knowledge and the requisite information.	4.37	0.79
	Cross-cultural communication	I12	I am able to quickly communicate in a common language in my interactions with people from different cultures.	3.95	1.01
		I13	I have the ability to adjust to language and communication outside of my own culture.	4.03	0.84
		I14	I can learn, work, and live outside of my own culture.	4.10	0.93
	I15	I can easily comprehend foreign literature in my field of study or profession.	3.85	0.89	
International academic	I16	I made efforts to publish papers in SCI, SSCI, ISTP, EI, and other indexed journals or conferences with my supervisors.	1.31	0.69	



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	communication	I17	I can actively seek foreign scholars to discuss research questions and issues at international academic conferences.	1.89	1.01
		I18	I can easily discuss research questions and issues with foreign scholars at international academic conferences.	2.19	1.19
Attitudes	Intent to interact	I19	I would like to spend time and energy interacting with foreigners and establishing contacts.	3.99	0.98
		I20	I would like to experience life and culture in other countries (such as through tourism).	4.65	0.72
		I21	I would like to take the risk to experience cross-cultural learning and personal development (such as through overseas study and work).	4.15	1.07
		I22	I would like to go abroad and experience foreign countries' academic and research environments.	4.28	0.91
		I23	When communicating with foreigners, I try to understand their cultures and values.	4.46	0.78
	Values	I24	I believe that my worldview is one of many equally valid worldviews.	3.85	1.01
		I25	I consider myself valuable to my country and society.	3.76	1.19

As shown in Table 2, the PSTs' familiarity with the history and geography of at least one country other than their own demonstrate that they have average level of knowledge and understanding ( $M = 3.60$ ). Also, the PSTs expressed uncertainty ( $M = 3.30$ ) about whether they had sufficient knowledge and understanding of political and economic systems in other countries (I2), the history and geography of at least one country other than their own ( $M = 3.60$ ), and the languages, customs, cultural norms, religions, and belief systems of other nations ( $M = 3.92$ ).

The participants' perceptions of whether they understand globalization and its developmental trends (I4) showed that they did not fully comprehend these aspects ( $M = 3.71$ ). However, they were more aware of ( $M = 3.93$ ) its effects on national development, individual lifestyles, and scientific research activities (I5). Their understanding of the roles of international organizations and institutions in today's world and society (I6) was also somewhat limited ( $M = 3.73$ ).

Regarding their international academic knowledge, the PSTs appeared uncertain ( $M = 3.09$ ) about their familiarity with internationally recognized ideas and schools of thought in their fields (I7). They also disagreed with the notion that they are knowledgeable ( $M = 2.61$ ) about the latest international research problems, issues, and theories in their area of study or profession (I8), as well as the widely accepted research methods used internationally in their field ( $M = 2.77$ ).

In the skills dimension, which includes the use of tools, cross-cultural communication, and international academic communication, the participants expressed similar perceptions, showing some uncertainty. They strongly agreed ( $M = 4.37$ ) on their ability to scan foreign language websites for source of information (I11) but were less confident ( $M = 3.82$ ) in their ability to use commonly adopted international software (I10).

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The participants strongly agreed that they possessed cross-cultural communication skills. A closer look at the individual items revealed clear agreement ( $M = 4.10$ ) with their ability to learn, labor, and live out of their own culture (I14), as well as their capacity to adapt to language and communication in foreign cultures ( $M = 4.03$ ). However, they showed slightly less agreement ( $M = 3.95$ ) regarding their ability to quickly communicate in a common language when interacting with people from different cultures (I12) and to easily understand foreign literature in their field or profession ( $M = 3.85$ ).

In contrast to their cross-cultural communication skills, the PSTs' perceived competences in international academic communication were considerably weaker. For instance, they expressed strong disagreement ( $M = 1.31$ ) with the notion that they actively attempt to publish papers in indexed journals or with their supervisors (I16). Similarly, they disagreed ( $M = 1.89$ ) with their ability to proactively engage with foreign researchers to discuss academic issues such as research questions and issues at international academic conferences (I17). Furthermore, they indicated less ability ( $M = 2.19$ ) in engaging in research-related discussions with foreign academics at conferences (I18).

Regarding the PSTs' attitudes toward global competence, which were found to be stronger than their knowledge and skills, the participants demonstrated a notably higher intention to engage with global cultures, while the values were comparatively less pronounced. They expressed a strong desire ( $M = 4.65$ ) to experience life and culture in other countries, such as tourism (I20), and were tolerant ( $M = 4.46$ ) to understand the cultures and values of others during interactions with foreigners (I23). They also expressed a strong interest ( $M = 4.15$ ) in going abroad to experience international academic and research environments (I21) and were willing to take risks for cross-cultural learning and personal growth ( $M = 4.15$ ). Additionally, they showed willingness ( $M = 3.99$ ) to invest time and effort into interacting with foreigners and building connections (I19).

In contrast, the PSTs' value perceptions were somewhat weaker. For example, they reported a moderate level of agreement ( $M = 3.85$ ) with the belief that their worldview is one of many equally valid perspectives (I24), and held similar perceptions ( $M = 3.76$ ) of their personal value to their country and society (I25).

For a more comprehensive analysis and interpretation of the results, and also to see how the PSTs' perceptions within and across dimensions and factors interact and influence and are influenced by each other, the Spearman Correlation test (see Table 3).



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Table 3.  
Spearman Correlation Matrix of the Eight Factors

Factors	Values	1	2	3	4	5	6	7	8
1.World Knowledge	$r_s$								
	$p$	.							
2.Understanding Globalization	$r_s$	.48**							
	$p$	.000	.						
3.International Academic Knowledge	$r_s$	.36**	.40**						
	$p$	.000	.000	.					
4.Use of Tools	$r_s$	.36**	.27**	.21*					
	$p$	.000	.001	.012	.				
5.Cross-cultural Communication	$r_s$	.36**	.34**	.30**	.49**				
	$p$	.000	.000	.000	.000	.			
6.International Academic Communication	$r_s$	.21*	.20*	.40**	.050	.40**			
	$p$	.010	.017	.000	.573	.000	.		
7.Intent to Interact	$r_s$	.09	.25**	.09	.18*	.47**	.16*		
	$p$	.252	.002	.262	.032	.000	.048	.	
8.Values	$r_s$	.13	.29**	.16	.03	.35**	.21**	.36**	
	$p$	.108	.000	.058	.686	.000	.009	.000	.

\* $p < .05$

Within the Skills dimension, the findings reveal a moderately positive correlation between the use of tools and cross-cultural communication ( $r_s = .49, p < .001$ ). This implies a substantial association where those who are more adept at using methods that promote international engagement are also more likely to have higher cross-cultural communication skills. Similarly, there is a slightly positive association between world knowledge and understanding globalization ( $r_s = .48, p < .001$ ), suggesting that those with a greater grasp of globalization also typically have higher levels of world knowledge. Furthermore, there is a moderate correlation between intent to interact and cross-cultural communication ( $r_s = .47, p < .001$ ), indicating that those who are more willing to communicate with people from other countries typically have better cross-cultural communication abilities. Additionally, a moderately lower correlation ( $r_s = .40, p < .001$ ) is found between international academic communication and international academic knowledge, suggesting that academic communication abilities positively correlate with academic knowledge in international situations. Other weaker but statistically significant relationships are found between desire to interact and tool use ( $r_s = .18, p = .03$ ) and between tool use and foreign academic knowledge ( $r_s = .21, p = .01$ ).

### Pre-service English language teachers' evaluations of global education in policy documents and ELT curriculum

This section presents the qualitative findings which report on the PSTs' evaluations of global education within the context of ELT and their perceptions of how global education is integrated into policy documents (2-8 and 9-12 English language teaching programs), and materials (textbooks), and the English language teaching curriculum in Türkiye.



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When they were asked whether global issues are addressed in the English language programs (2-8, 9-12) developed by the Ministry of National Education (MoNE) in Türkiye, majority ( $f = 7$ ) stated that these issues are not adequately covered. One participant (P1) stated that they have not examined the program yet, and therefore, cannot provide an opinion. Some expressed their views as follows:

*I am doing my teaching practicum, and during the undergraduate process, we have already examined these programs. Issues like protecting animals, preventing environmental pollution, and nature appreciation are present in some units. However, I am convinced that overall, global issues are not adequately covered in the program. (P7)*

*It is not sufficiently included in the programs. For example, gender equality, despite being an important issue, is not included in the program. Although debates may arise about whether it is suitable for the student level, it is evident that societal pressure is behind the absence of such topics being discussed in the classroom. (P8)*

The PSTs, when asked about whether the textbooks and instructional materials created by the Ministry of National Education address global issues and, if so, which topics are covered, they reported that these resources do not adequately delve into global issues. The materials that do address such issues were described as conventional, centering around prominent topics like global warming, or were deemed insufficient in surpassing national issues. One PST largely attributed this issue to the persistent imposition of the content of textbooks distributed by MoNE, which is predominantly shaped around Turkish culture:

*Simply, things pertaining to Turkish culture are constantly being imposed in textbooks. I don't know if this is intentionally done to discourage students from wanting to see different cultures or to make them unaware of the existence of global issues in the world. (P8)*

When the PSTs were asked whether they were trained for the integration of global issues and global education in foreign language teaching during their undergraduate studies, in other words if the ELT curriculum included any such content and addressed the teaching of it, majority ( $n=5$ ) stated that they were not. Others mentioned discussing issues like content-based learning and cultural integration within different courses but did not take a specific course on global education and global issues. For instance, P5 said:

*Our lecturers consistently encouraged us by showing videos or bringing materials from different cultures, but they didn't specifically give instructions like "do this" or "do that" for us. I haven't received any training on how students can learn about global issues and global problems, and how to create a learning environment related to them.*

### **Pre-service English language teachers' conceptualization of global education and their evaluations regarding the integration of global education into language teaching**

For a deeper understanding regarding if the PSTs find any place and relevance of global education in language classrooms, we elicited their thoughts and evaluations regarding ELT and global education. We particularly asked them if and how global education could be integrated into foreign language teaching, and also *what and how they* considered incorporating global education-related issues into their future teaching practices.



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When they were asked about their conceptualization of global education, what it aims and encompasses, the majority ( $n=6$ ) had no idea, while those who did ( $n=2$ ) interpreted it as the introduction of different cultures and the effort to make sense of the world.

On the other hand, when the PSTs were asked about their opinions and suggestions regarding the integration of global issues into foreign language instruction, all unanimously agreed that they should be included. Table 4 presents which global issues the PSTs plan to incorporate into their teaching.

Table 4.  
Topics that Pre-service English Language Teachers Plan to Incorporate into Their Teaching

Category	Code	Frequency
Social issues	Wars and refugees	3
	Hunger	1
	Human relations	1
	Gender inequality	1
Rights	Human rights	2
	Children rights	2
	Women rights	1
	Climate crisis	1
Nature	Pollution	1

As clearly seen in Table 4, the PSTs frequently grounded global issues on rights, nature, and social matters. They highlighted the importance of human rights ( $n=2$ ), wars, and refugee issues ( $n = 3$ ). Climate crisis and environmental pollution are also emphasized. Some of their views regarding integration of global education into foreign language classrooms are as follows:

*If the teachers are given this opportunity, if this freedom is granted, I definitely think they would teach global issues. However, if I, as a teacher candidate, find myself silenced by certain institutions or individuals, I would do my best nonetheless to teach them. (P3)*

*I definitely think so. It should be integrated because children need to speak in some way to learn. I also believe that discussing global issues makes much more sense within the classroom. Rather than instructing children to write a dialogue or act out a simple scenario on a specific topic, creating a discussion environment and encouraging them to talk about global issues seems more reasonable to me. Topics such as hunger, pandemics, and terrorism can be addressed based on the students' level. (P8)*

Additionally, when they were asked if any stage of their education (from primary to university) included the teaching of global issues, majority ( $n=5$ ) said no due to such reasons as parental or administrative pressure on teaching, exam-oriented education system, students' preparedness for such issues, and inadequate coverage in terms of the program goals. One participant who had his education outside Türkiye attributed lack of discussion of global issues in his country to the restrictive nature of religion-focused education, as they were not sufficiently free to discuss global issues. Conversely, two of the participants highlighted that their foreign language education included global issues. One of the participants (P8) who completed a significant portion of her education abroad noted that her English teachers had discussed global issues extensively in classes and brought materials to

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the classroom to address global issues. Another participant stated that her teachers had started classroom discussions on the culture of countries, drawing on both national and global agendas (p6).

When asked if they were equipped with the knowledge, skills, and competences for global education, the majority ( $n=6$ ) expressed that they did not feel adequately equipped. Despite their enthusiasm, they perceived themselves as inexperienced and believed that their knowledge was insufficient. This is in line with the findings of knowledge and skills dimensions of the scale. One stated, *"I don't know the globe and its issues well enough. In order to do this, I need to gain experience first and conduct extensive research. I would struggle without doing these things"* (P2). Another (P4) said that *"Teachers themselves need to receive sufficient training to be able to explain global issues"*.

Moreover, when they were asked if English language teachers had a role in delivering global education, they expressed their views under three main themes, namely introducing different cultures, providing worldviews, and having no role. Some ( $n = 4$ ) believed that teachers have a role in transmitting cultural integration in global education. Others, on the other hand, mentioned roles such as imparting worldviews, broadening learners' horizons, facilitating their understanding of the world, and instilling the ability to show tolerance towards others. One PST, however, stated that the role of teachers is not to provide global education.

Lastly, the participants were asked about how (i.e. methods and techniques) they would address global education. They expressed their thoughts in three categories, namely multimedia, interaction, and events (Table 5).

Table 5.  
Pre-service English Language Teachers' Thoughts Regarding How to Address Global Education

Category	Code	Frequency
Multimedia	Documentaries and videos	3
	News articles	2
	Reading news texts	2
	Reviewing visuals and realia	3
	Discussions	5
Interaction	Presentations	3
	Role playing	1
Events	Organizing campaigns	1
	Inviting authorities to the class (i.e talks, seminars)	1

They stated that they would primarily encourage discussions ( $n = 5$ ) besides presentations and various visuals, videos, and news. One PST (P4) mentioned the possibility of organizing events to foster understanding of different cultures and build good relationships. There is a relatively lower emphasis on organizing events for addressing global education such as inviting authorities to the class or organizing campaigns. However, another PST (P1) said that he would not do anything, claiming the following statement: *"I may choose not to teach global issues to my students because, as a teacher, it*

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*is not my role to share personal opinions in class. I cannot impose my views through the lessons, books, or any materials I use. For this reason, I prefer to avoid including any personal stance or interpretation."*

## Discussion

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This mixed-method study sheds light on the perceptions of PSTs regarding their global competences besides their conceptualizations of global education and if policy documents such as 2-8 and 9-12 English language programs created by the MoNE and textbooks used in MoNE schools and ELT teacher education curricula includes global education-related topics. The PSTs' were also asked if they can incorporate global topics into their future teaching practices and which topics they will include and which methodologies they will adopt.

In response to the first research question, "*What are pre-service English language teachers' perceptions regarding their global competences?*", the findings revealed how the PSTs perceive their global competences. The data indicated that PSTs demonstrated limited perceived global competence, particularly in their understanding of global dimensions such as political and economic structures, history, geography, and the cultural norms of other countries. These results align with previous studies in the literature (see Gürsoy and Sağlam, 2011; Karanikola, 2022a, 2022b; Waktola, 2009; Yaccob, 2022). For instance, Karanikola (2022a) reported that PSTs' global competence was perceived as high overall, with attitudes and values emerging as the strongest dimension, whereas skills remained as the weakest. Similarly, Karanikola (2022b) found that while knowledge, understanding, and skills were at relatively lower levels, attitudes and values were assessed as sufficient.

Furthermore, the PSTs exhibited a lack of comprehensive understanding of globalization and its impacts, as well as insufficient awareness regarding the roles of international organizations. Regarding their knowledge of international academic matters, the scores are even lower, indicating lack of knowledge in their understanding of international research topics and methods. Karanikola (2022) suggests that one of the primary reasons for the absence of knowledge of global competence is the difficulty of academic communication, interaction, and access to academic resources in lingua franca countries. Although the participants may have sufficient language skills, encountering and communicating with scholars from the international academic community can be challenging for some countries such as Türkiye. In these countries, the challenge of directly accessing foreign sources is more pronounced compared to nations where English is spoken as a second or native language, which places additional strain on PSTs in terms of knowledge acquisition. Besides, the literature indicates that economic and political factors also play a vital role in the knowledge deficiencies of PSTs. Flammia et al. (2019) state that PSTs have the opportunity to acquire international experience through collaboration with diverse individuals or by analyzing the impact of global issues on their lives. However, financial limitations often hinder their ability to obtain adequate exposure to such international experiences. Another reason which could have resulted in lower levels of competence in international academic knowledge and international academic communication is the participants' current status; "pre-service teaching". This means they have not become teachers yet, and at the pre-service education level, PSTs are less likely to be engaged in international academic communication and thus are less likely to develop international academic knowledge. However, this should never be a justification for the situation. Rather, the finding indicates a need for structured support, targeted

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guidance, specialized coursework, and comprehensive professional development programs to enhance English language teachers' understanding of global competence, as Yaccob et al. (2022) emphasized. Such initiatives are essential in equipping PSTs with the necessary knowledge to effectively improve their global competence.

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However, as scholars agree, global competence does not only include the knowledge and skills necessary to engage with global issues but also the attitudes and values held towards a range of global challenges (OECD, 2019). In this study, the PSTs were obviously found to perceive themselves as most competent in attitudes, especially in the dimension of intent to interact. On the other hand, studies concluded that attitudes and values dimension have low scores when compared to others. Alkharusi et al. (2011) found that PSTs had lower attitudes compared to in-service teachers which may result from lack of close experience regarding how attitudes and values can be cultivated through teaching practices and materials. In this sense, the current study could contribute to the related body of literature and may encourage researchers in other contexts to examine attitudes and values held by pre-service teachers in other contexts. Few studies have identified significant relevance in the attitudes and values dimension (see Başarır, 2017; Karanikola, 2022a, 2022c). Despite the absence of an immediate need for advanced global competence skills, such as engaging in academic collaborations, accessing international research, or maintaining extensive awareness of global affairs, PSTs demonstrate positive attitudes toward learning about different cultures, engaging in intercultural communication, and valuing cultural diversity. This suggests that while their practical engagement in global academic and professional contexts may be limited, they still recognize the importance of global competence and express a strong willingness to develop in these areas.

The qualitative findings related to the second and third research questions highlight how PSTs perceive global education, its place in language teaching programs and ELT teacher education curriculum in the Turkish context, as well as their perceptions of its integration into their teaching. All PSTs reported that their university education lacked a focus on global education, and they had not received adequate training on global education or global issues throughout their undergraduate education. These outcomes align with similar research in the field (see Gürsoy, 2010; Gürsoy and Sağlam, 2011). For instance, Sağlam and Gürsoy (2010) underscore that teacher education institutions possess a vital role in promoting sustainable education and driving transformative changes in both educational settings and society at large. They highlight the pressing need to integrate environmental responsibility into the training of teachers and teacher candidates, as this is essential for fostering a more informed and globally aware teaching workforce. This alignment between multiple studies underlines the widespread need for reforms in teacher education to better prepare teachers for addressing global challenges because future teachers must be trained in critical skills to teach students about their roles and responsibilities (Yaccob et al., 2022) Furthermore, societal pressures and cultural expectations appear to contribute to this exclusion, with some participants attributing the limited focus on global issues to conservative educational practices that prioritize national identity and cultural homogeneity over global awareness.

Despite being very few, the interviews also showed that some PSTs contended that incorporating global education and global issues into foreign language lessons is beyond their responsibilities. This perspective contrasts with the argument put forward by Jacobs and Cates (1999)



who emphasized that language teachers have the potential to contribute significantly to improving the world while simultaneously enhancing students' linguistic abilities, beyond the mere instruction of language skills. One key reason for the participant's viewpoint, as highlighted by Başarrı (2017), is that teachers often perceive issues related to global education such as citizenship education as a concept limited to specific subject areas, rather than as a cross-disciplinary concern. Furthermore, some PSTs regarded the inclusion of global issues in the curriculum as an imposed requirement, rather than an essential element of the educational process. Nevertheless, in contrast to these negative perceptions, research suggests that global education offers substantial benefits. It relies not only on students' comprehension of the world and their role within it, but also promotes critical thinking, allowing them to assess complex situations and motivating them to consider proactive solutions for positive change. These advantages underline the value of global education in cultivating more informed, reflective, and socially responsible learners.

Additionally, the PSTs' acknowledgments regarding lack of skills to effectively implement global education in their classrooms complements lack of knowledge and understanding and skills of global competence as also revealed by the quantitative data. A significant factor contributing to this is likely their current stage in undergraduate education, where they have not yet gained sufficient experience or exposure to global education practices which are more likely to be gained and developed through teaching experience in real classrooms.

Last but not least, while these PSTs expressed a strong willingness to engage in global education, they also conveyed feelings of inexperience and acknowledged that their current level of understanding is insufficient to effectively address global issues in the classroom. This self-assessment of inadequacy aligns with existing literature, which underscores the critical importance of preparing future educators to competently teach global issues (see Cates, 1997; Jacobs and Cates, 2012; Yakovchuk, 2004). These studies highlight that global competence is essential for fostering students' awareness of international challenges and for encouraging proactive global citizenship.

## Conclusion and Implications

The study offers a comprehensive understanding of the PSTs' perceptions of global education and their global competences. Both the quantitative and qualitative findings reveal that while the PSTs show a positive inclination toward engaging with global education, they lack the requisite knowledge and skills to implement it effectively in their classrooms. This is largely due to the limited coverage of global issues in their undergraduate curricula, coupled with a broader absence of focused teacher training on global education. Teacher training programs should integrate global education into their core curricula. This should not be limited to an elective or supplementary course, but rather there should at least be one course at the undergraduate level to build the knowledge, skills and awareness of global education and competences to address them in teaching. The curriculum should also address critical global issues such as climate change, migration, discrimination, gender equality, human rights, social justice, and wars, while also equipping PSTs with the pedagogical strategies required to teach these topics effectively in their future professional life. Including these subjects across various disciplines within the curriculum will ensure that PSTs are both knowledgeable and prepared to implement global education in diverse classroom settings.



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Furthermore, teacher training programs must provide PSTs with pedagogical strategies for how to address global issues in teaching. This includes developing lesson plans, classroom activities, materials design, and assessments that incorporate a global perspective. PSTs should be trained to employ active teaching methods, such as project-based learning, inquiry-based learning, and collaborative problem-solving activities, to encourage critical thinking around global topics. Programs should also introduce PSTs to digital tools and platforms that facilitate cross-cultural communication and collaboration, helping them connect their classrooms to global communities.

The findings emphasize the intricate interplay of educational policy, societal forces, and the importance of teacher education programs in preparing future teachers to deal with global issues. Many of the participants noted conservative educational practices that promote national identity over global awareness as contributing to the lack of global education in policy papers and classroom instruction. However, the participants showed a strong conviction in the value of global education in extending students' viewpoints and encouraging critical thinking. They also displayed willingness to incorporate such topics into future courses if given the necessary resources and autonomy. To overcome the barriers identified in this study, it is crucial to create a more open and welcoming environment in teacher education programs where global issues can be discussed freely and without fear of repercussions. This can be achieved by fostering a culture of open dialogue, where teachers are encouraged to express their views and engage in critical conversations about global topics such as climate change, migration, and social justice, or wars and human rights issues. Additionally, providing teachers with greater autonomy in designing curricula that include global issues may help them feel empowered to bring these topics into their classrooms.

As one of those few studies, to the best of our knowledge, examining English language teachers' global competences, the study has some contributions to the literature. Revealing an obvious lack of knowledge and skills regarding global competence among PSTs, the study highlights the need for the integration of global education and global competence education into teacher education curricula. An obvious positive attitude and values and intention to interact, as revealed by inferential statistics, also support such a need. In addition, educational global competence encompasses the ability to grasp international issues, cultivate cross-cultural relationships, and apply technology-enhanced methods to solve problems and motivate students toward constructive actions (Francisco, 2024). Without such competencies, PSTs may struggle to integrate global perspectives into their teaching. In order to provide future teachers with the knowledge, skills, and attitudes necessary to encourage critical engagement with global issues and global awareness, the findings emphasize the necessity of integrating thorough global education training into teacher training programs.

However, this study has few limitations such as the sample size of the quantitative data, which is limited to PSTs studying at one institute in Türkiye and number of participants in one-on-one interviews. Future studies should concentrate on examining how global education training affects PSTs' capacity to be globally competent and also to teach global competences in the long run. Future studies should further explore the specific gaps in international academic knowledge, international academic communication, and global awareness within the context of pre-service English teacher education. It would be beneficial to examine how these gaps can be effectively addressed through the integration of global competences into teacher education programs. Research may also focus on the long-term

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effects of international academic experiences (i.e. Erasmus+) on the development of global competences in PSTs. Finally, future research should investigate how educational policies can be restructured to ensure that PSTs are equipped with the necessary tools to guide students in fostering a sustainable and globalized world. Comparative studies across different countries and educational systems could provide valuable insights into how global competences are integrated into teacher education programs worldwide.



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## Appendix - 1

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Grade: \_\_\_\_\_

### A) Personal Information and Volunteering Service

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1. Have you ever participated in a project or organization that provides volunteer services? If so, in what capacity and for how long?
2. Do you follow global news? If your answer is "Yes," how often do you follow it?
  - 2.a) If you do not follow global news, why not? Please explain.
  - 2.b) Do you think there are global problems (experienced by many countries) in world affairs? If your answer is "Yes," what are they?
3. Do you follow Turkey's national news? If your answer is "Yes," how often?
  - 3.a) If you do not follow it, why not?
  - 3.b) Do you think there are problems in Turkey that can be classified as global (problems experienced by many countries but also present and felt in Turkey)? If your answer is "Yes," what are they? Please explain.

### B) Views and Evaluations on Global Education in Educational Policy Documents and Materials

1. Do you think the English language curricula (grades 2-8 and 9-12) prepared by the Ministry of National Education include global topics? If your answer is "Yes," which global topics do you think are included in the curricula?
  - 1.a) If your answer is "No," what learning (school environment) experiences have led you to think so?
  - 1.b) Do you think global topics are included in the educational resources (such as textbooks) prepared by the Ministry of National Education? If your answer is "Yes," please explain.
2. Do you think global topics are included in the English Language Teaching Undergraduate Program? If your answer is "Yes," please explain.
  - 2.a) During your undergraduate education, have you received training on what global education and global issues are and how they can be integrated into foreign language teaching? If your answer is "Yes," to what extent? Please explain.

### C) Views and Evaluations on English Language Teaching and Global Education

1. As a pre-service English language teacher, do you have knowledge of what global education is, what it includes, and what its purpose is? If your answer is "Yes," please explain.
2. As a pre-service English language teacher, do you think global education topics should be incorporated into foreign language classrooms? If your answer is "Yes," which topics should be included, and how?
  - 2.a) When you reflect on your education (primary school, middle school, high school, university), have you observed global topics being addressed in foreign language (English, German, etc.) courses? If your answer is "Yes," which topics and how? Please explain.
  - 2.b) Have you observed global topics being addressed in instructional materials? If your answer is "Yes," which topics and how? Please explain.
  - 2.c) If these topics were not covered in foreign language courses and instructional materials, why do you think they were not included? Please explain.



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3. Do you think you possess the knowledge, skills, and competencies to teach global education in foreign language classrooms? Please explain.

3.a) If your answer is "No," please explain.

3.b) Do you think English teachers have a role in integrating global education into foreign language teaching? If your answer is "Yes," please explain.

3.c) If your answer is "No," please explain.

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4. As a prospective English teacher, do you think you will teach global topics to your students? If your answer is "Yes," please explain.

4.a) If your answer is "No," please explain.

4.b) If your answer is "Yes," which global topics would you address, what teaching methods and techniques would you use, and what types of materials would you incorporate?

5. Is there anything else you would like to add? Please specify.