A STUDY ON TEACHERS' AWARENESS AND PRACTICES OF INTEGRATING CITIZENSHIP INTO THE EFL MIDDLE SCHOOL CURRICULUM

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Approval of the Graduate School of Social Sciences

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ABSTRACT

A STUDY ON TEACHERS' AWARENESS AND PRACTICES OF INTEGRATING CITIZENSHIP INTO THE EFL MIDDLE SCHOOL CURRICULUM

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Integration of citizenship components into foreign language education is an important issue drawing attention from scholars, researchers and practitioners over half a century since English has become the language of the world. In this particular study, the major aim is to examine language education from a citizenship related perspective since Turkish middle school curriculum policy regards citizenship education from an integrated curriculum policy. To this end, the place of citizenship in the foreign language curriculum in Turkey is examined through investigating the EFL curriculum and course books and through examining middle school EFL teachers' awareness levels and reports on integrating citizenship onto their classroom practices.

For this purpose, a questionnaire containing both open-ended and close-ended items was developed and subjected to 85 middle school EFL teachers working in 27 public schools in Çankaya district in Ankara. In addition, the EFL

middle school curriculum was analyzed through content analysis using multiple approaches to explore the concepts that relate to citizenship education. Findings of the study showed that citizenship concepts are integrated into the curricula and course books, and only half of the teacher sample included citizenship related concepts in their instructional practices. The study implies that national, international, sustainability and democracy components are included in the curriculum and course books; however, democracy needs more emphasis in its integration. In addition, the study reveals the lack of disability components in the curriculum and teacher practices as well as little emphasis on disability in course books.

Keywords: citizenship education, EFL curriculum, EFL course books, content analysis, integrated curriculum

ÖZ

ORTAOKUL İNGİLİZCE ÖĞRETMENLERİNİN EĞİTİM PROGRAMINDAKİ VATANDAŞLIK KAVRAMLARININ FARKINDALIKLARI VE ÖĞRETİM UYGULAMALARINA YANSIMALARINI ELE ALAN BİR ÇALIŞMA

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İngilizce tüm dünyanın dili haline geldiğinden dolayı ülkemizde ve dünyada dil eğitimi özellikle İngiliz dili eğitimi yıllardır pek çok akademisyen, araştırmacı ve öğretmenlerin ilgi alanı olmuştur. Ortaokul eğitim programı vatandaşlık eğitimini genel eğitim programına entegre eden bir politika izlemektedir. Bu çalışmanın amacı dil eğitimini vatandaşlık kavramları bakımından anlamak ve öğretmenlerin ortaokul İngilizce öğretim programındaki vatandaşlık eğitimi kavramları farkındalıklarını ortaya çıkarmak ve bunların öğretmenlerin sınıf içi öğretim uygulamalarına yansımalarını ortaya koymaktır. Bu açıdan, vatandaşlığın yabancı dil eğitimindeki yeri ortaokul İngilizce programı ve ders kitaplarını ve öğretmenlerin bunlara yönelik farkındalıklarını öğretmen ifadelerine dayalı olarak incelenmiştir.

Bu amaçla, açık uçlu ve kapalı uçlu sorulardan oluşan bir anket geliştirilmiş ve Ankara ili Çankaya ilçesindeki 27 devlet ortaokulunda çalışmakta

olan 85 ortaokul İngilizce öğretmenine uygulanmıştır. Ayrıca, ortaokul İngilizce eğitim programı içerik analizine tabi tutulmuş ve bu çerçevede vatandaşlık eğitimiyle ilgili kavramları ortaya çıkarmak için karma analiz yöntemleriyle incelenmiştir. Çalışmanın bulguları vatandaşlık kavramlarının İngilizce ders kitaplarında ve programında yer aldıklarını fakat öğretmen örnekleminin ancak yarısının bu kavramların farkında olduğu, öğretim uygulamalarına ve derslerine dahil ettiklerini göstermektedir. Ayrıca milli kültür ve değerler, uluslararası konular, sürdürebilirlik ve demokrasi konuları eğitim programına, kitaplara ve öğretmenlerin sınıf içi uygulamalarına dahil edilmiştir fakat demokrasi konularının ders kitaplarında az vurgulandığı görülmüştür. Diğer yandan engellilik konusuna eğitim programında ve öğretmenlerin sınıf içi uygulamalarında yer verilmemiştir ve ders kitaplarında çok az yer verilmiştir.

Anahtar Kelimeler: vatandaşlık eğitimi, İngilizce programı, İngilizce ders kitapları, içerik analizi, tümleşik program

To my mom...

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ELT	English Language Teaching
ESD	Education for Sustainable Development
EU	European Union
GCE	Global Citizenship Education
HSEC	Human Subjects Ethics Committee
IB	International Baccalaureate
ICE	Integrated Citizenship Education
MEB	Milli Eğitim Bakanlığı
METU	Middle East Technical University
MoNE	Ministry of National Education
UN	United Nations
US	United States

CHAPTER 1

INTRODUCTION

The introduction chapter presents background of the study and gives information about the problem statement. After that, it introduces the purpose of the study and aim of the researcher. Significance of the study is explained through mentioning its contribution to the area. Finally, definition of the terms that are used in the study are given.

1.1 Background of the Study

Through the years, educational policies and philosophies change, and this brings new perspectives into all content areas. Language education is one of the areas that went through a change after the reform done in Turkey in 2005. Language education today has gained a global and national perspective through which several themes related to citizenship are studied through an integrated curriculum, and present study aims to find out these perspectives. This is a master's thesis study on exploring citizenship components in Turkish Ministry of Education (MoNE) EFL formal middle school curriculum and four EFL course books and teachers' awareness regarding citizenship education integration into their classroom teaching and practices.

First of all, English Language and Education Law was enacted in 1983, and it was decided that all courses regarding Turkish culture and history cannot be taught in English. Also, it was determined that MoNE is responsible for language policy and regulations of elementary and secondary education. On the other hand, Council of Higher Education is responsible for language education regulations of universities in Turkey. Later, based on the regulations of MoNE, schools provided

foreign language courses as must or elective courses in secondary and higher education.

The history of language education dates back to the Ottoman Empire years. When researchers have a closer look into the history of foreign language education in Turkey, it is seen that there are mainly 4 periods. The first period dates back to the Ottoman Empire years and ends in 1923 with the proclamation of the republic. That period was the 'Tanzimat Period' during which several attempts for westernization were made, and language education policies were also affected by these movements. First schools to use English as a medium of instruction were opened in this period. With the foundation of Turkish Republic, several reforms in all areas especially education took place. Language policies were determined in this period, and foreign experts were invited to Turkey including John Dewey in order to improve Turkish education system and language policies (Saricoban, 2012). Later, the third period starts from 1997 until 2005 in which several changes and new implementations are introduced. To illustrate, compulsory education was extended from 5 to 8 years, and English language education courses which used to start in grade 4 began in primary education level, which resulted in a much longer time for foreign language education in compulsory level. Also, the project named 'MoNE Development Project' aimed to raise students who are aware of second language learning and have positive attitudes towards English, and communicative language teaching started to be employed in order to achieve these aims. The last phase refers to the time period from 2005 till today, and there are also numerous alterations as a result of a big policy change numbered 4306 in 2005. These changes were made in this period as a part of the process of becoming a EU member, which requires countries to catch up with EU standards (Kirkgoz, 2007). However, there were still some changes and improvements for continuous development depending on different educational philosophies in language education in Turkey. For that matter, English curricula has been altered and revised many times by the Board of Education in order to catch up with current educational philosophies. More specifically, it can be said that foreign language education gained a lot of importance and attention in Turkey after the educational reform done in 2005. Language teaching methods and materials have been revised

in order to meet the needs of new educational philosophies because educational philosophies shape all the components of education including programs, tests and materials. In the beginning of the 21st century, educational philosophy in Turkey used to be essentialism which makes students receiver of knowledge, and teachers are the sources information. Memorizing the information was in the center of teaching and learning. Not only this causes students to be passive learners, but also it discourages them from asking critical questions and questioning the phenomenon around them as critical learners. However, after the educational reform, constructivist and progressivist philosophies became visible in every part of education. Teacher education, curriculum and measurement have been reorganized around these constructivist and progressivist understandings. Also, the number of hours allocated for English lessons increased, as well. It can be said that second language learning increased its emphasis on individuals' lives since they are exposed to it for many more hours, and this exposure may result in intended and unintended outcomes in learning and behavior.

Secondly, language is a social concept that cannot be considered apart from values, culture and embedded meanings, and citizenship is one of these integrated values in language education since language and themes in language education tend to involve issues about human beings and their relation to the world. This results from the nature of language and language learning. That is, we cannot separate language from life itself. The values and underlying themes in language education is a matter of concern since students are directly and indirectly exposed to these values, meanings and messages. Thus, the starting point of the study is related to the nature of language learning and teaching. It is known that cognitive, affective and psycho-motor domains of learning are frequently referred in educational practices. Affective domain of learning is closely related to the values and themes that are included any part of education, and Ghanizadeh and Moafian (2010) proposed that affective factors have an impact on student achievement. For this reason, affective part of education should not be neglected because education has a bigger purpose than only transferring knowledge. More clearly, the aim of education is mostly about contribution to the whole person development and

raising citizens for the future. From this perspective, it is important to discover how these are reflected to the curricula and instructional practices.

Also, according to the public report published by Board of Education on 21st July, 2017, it is asserted that these meanings and themes are embedded in the programs as a part of hidden curriculum. Based on this report, there are 10 core values and 9 21st century skills that are integrated into 51 curricula including foreign language compulsory and elective courses. Aforementioned key 21st century skills are Communication in the Mother Tongue, Communication in Foreign Languages, Mathematical Competence, Science and Technology Competence, Digital Competence, Learning How to Learn, Sense of Initiative and Entrepreneurship, Social and Public Competence and Cultural Awareness and Expression. According to Social and Public Competences and Cultural Awareness and Expression, programs are expected to include components related to society, culture, national and international citizenship, respect, equality, democracy, history and concepts related to these.

When national curricula in Turkey is examined, it can be seen that there is a tendency to design and implement an 'integrated curriculum' In this case, it is essential to shed light on the definition of integrated curriculum. It is defined as:

> "An *integrated curriculum* is a curriculum that connects different areas of study by cutting across the lines of subject content and by emphasizing unifying concepts." (Boyd, 2015)

In that perspective, it can be asserted that integrated curricula tend to embed courses of study in one another, and it is considered as a part of interdisciplinary and thematic education (Malik & Malik, 2011; Shoemaker, 1991). These may be subject areas, values, concepts or messages to be delivered through curriculum implementation. It requires programs to blend other subject areas or themes. For example, discussing ethics and plagiarism in literature, or talking about behaviors of respectful sportsmanship in physical education classes can be viewed from an integrated approach because themes like ethics and respect are integrated into subject matter (Kysilka, 1998). In this case, role of the teacher is another issue.

Moreover, citizenship education and citizenship components in education are recognized as significant since the aim of national education is to bring up good citizens for the future, and course books are tools that are designed to create loyal citizens for that matter as cited in (Çayır, 2015). In this perspective, significance of course books is undeniable because they are the most powerful tools that teachers may highly depend on while teaching classes. Also, the latest curriculum report presented by the Ministry of National Education views civic responsibility as one of the key skills to be acquired through foreign language education. In order to qualify individuals with civic knowledge; civic courses, methods and materials are directly and indirectly employed by teachers in all levels, which contributes to the nation's civic development. In addition, it is clearly stated in the curriculum report that key values like patriotism and justice are to be transferred to students since these are key values in education, and it is emphasized that these values should be embedded in course books so that students are engaged in these themes as a part of curriculum itself without considering them as separate entities (MONE, 2018). On the other hand, current curriculum embraces a national, international, multicultural and global understanding so that it can meet the needs of millennium and millennium generation. An overall look at the scenario brings up the idea that citizenship related elements may be presented through local or global viewpoints. This situation makes it inevitable to raise questions on the design and implementation of these components. For this reason, the awareness of teachers on citizenship education in foreign language education and the components in materials need to be studied in detail, and this study aims to find out how and how much citizenship education is integrated in EFL course books and curriculum since language and citizenship education are two entities affecting citizenship development in a nation.

1.2 Statement of the Problem

Starting point of this study is one of the concerns of the researcher (me) as a practitioner in the field of foreign language education. Since we are teaching students to learn a foreign language, we as EFL teachers also help students build another view of the world and identities of the 21st century. Therefore, I became interested in the processes involving citizenship development and the place of

citizenship in foreign language education. As it is emphasized in previous studies, the cultural and social aspect of language learning cannot be denied since cultural, political and social issues are involved in students' interaction with the language. As a result of this, students shape their identities and way of thinking throughout language learning processes (Porto, 2014). Also, themes like peace, sustainability, globalism, internationalism and culture are immersed in foreign language education (Renner, 1991; Hornby, 2010; Byram & Feng, 2004; Sugimura, 2015; Davidson & Batalla, 2016), which shows that language education is not only about teaching and learning the language itself, and it is more than that. Education in the 21st century and especially language learning is a process of helping individuals create identities in the society both locally and globally in order to be a part of the world and their surroundings (Menard-Warwick, Heredia-Herrera & Palmer, 2013), and being a citizen has been a significant aspect that policy makers and curriculum planners consider in their practices. Thus, it can be asserted that language learning may intentionally or unintentionally include various aspects of citizenship, and the presentation of these themes and exposure to them is a very controversial issue since these critical aspects directly affect students' characteristics and behaviors as citizens of the world and the country.

Current programs in Turkey tend to have an integrated approach in which several themes are included covertly. They are intentionally embedded into curricula because these themes and concepts are not linguistic related concepts. Rather, they are issues regarding social sciences. This may cause teachers to ignore themes that curricula want to present along with the subject matter because teachers might need to spare extra time and effort to present in such a manner to be able to integrate different themes in their practices. Also, it is important to notice that some EFL teachers may not be aware of these issues and they might not realize the importance of underlying themes in language learning processes since language teaching is the main focus. Even if they may be aware of the importance of integrated curriculum, there may be some issues or problems related to implementation and classroom practices. For example, study conducted in the US shows that teachers believe in the importance and effectiveness of integrated curriculum, but they care little for integrated curriculum in their practices (Fu &

Sibert, 2017), which is an important problem that hinder integrated curriculum from reaching its purposes. That is why, the current study points out this lack of awareness as a problem and dwells on it. In this process of building citizens qualified with language skills; materials, teachers and tests are direct interlocutors of language. Students experience a direct exposure to them for many hours, which results in intended and unintended outcomes in learning and citizenship building. For this reason, these components need to be studied in detail in order to increase positive outcomes of language learning in terms of themes immersed in language curricula. In addition to these, teachers are practitioners of language learning materials and tools in language learning classrooms, and their way of presenting foreign language materials and course books makes a difference since social issues and themes like citizenship are hard to dwell on and open to different interpretations. For that matter, it is a problematic subject whether teachers are aware of these themes emerging in language classrooms or not. The degree which they focus on aforementioned issues is critical and open to discussion because of the nature of language learning processes. The amount of exposure to underlying themes is clearly an issue that draws attention, and it has been studied in order to find out the hidden agenda in language course books (Chapelle, 2009). Since language learning is a social and cultural process in its nature, various implications may be included in it as an integrated perspective. In that sense, it is a need to explore what citizenship education related components are integrated in language learning practices and processes, and how much EFL teachers care for the teaching of these integrated components.

1.3 Purpose of the Study

A close look at the literature shows that citizenship and its components are one of the most studied subjects, and it is studied from various perspectives. Citizenship education has been examined in subjects such as science and citizenship education (Davies, 2004), and on the other hand, social studies curriculum and course book analysis (Ersoy, 2013; Scott & Suh, 2015). Aside from these, teachers' perspectives towards citizenship curriculum are investigated (Oulton, Day, Dillon & Grace, 2004). In addition, citizenship and sustainability is studied, and citizenship is viewed as one of the most useful ways of promoting

sustainability (Dobson, 2007). All this body of research present the idea that citizenship is a concept that has drawn attention from many researchers and scholars; however, there is still little research regarding the awareness of teachers on their practices of teaching citizenship in their foreign language classrooms. Since there might be various themes presented through language teaching, it is of importance to discover what they are and how they are presented in the curricula and educational resources specifically in middle school EFL course books and formal curriculum itself. Ultimately, the study aims to find out and present existing citizenship components in the middle school EFL curriculum and EFL course books and discover EFL teachers' awareness levels of those components and the extent they include citizenship components into their teaching practices. In order to achieve this aim, the following research questions are formulated:

1. How are the citizenship components integrated into the middle school EFL curriculum?
2. What are the EFL middle school teachers' level of awareness of the citizenship education components in their middle school curriculum?
3. How do EFL middle school teachers integrate citizenship education components into their instructional practices?

1.4 Significance of the Study

This study is significant for several reasons. First of all, there is plenty of data on citizenship, citizenship education and its components in education, programs and policies when several databases are checked for a comprehensive review of the literature (Johnson & Morris, 2010; Joshee, 2004; Hoge, 2002); however, there seems to be little number of studies focusing on EFL curricula and citizenship as an underlying component in EFL programs and course books. Also, it can be stated that this issue has not been studied through defining integrated curriculum and examining it. It is only stated that language courses promote citizenship, but it is not clear which themes are utilized to do that. This is a critical issue since any issue studied or discussed in classrooms may have an effect on student outcomes in terms of behavior and affective senses. There has been few studies focusing on citizenship in an EFL context so far (Porto, 2014), yet they do

not examine the curriculum, course books and teacher perspectives in detail. In that sense, the present study fills in the gap in the literature and present a different perspective by discovering what has not been studied so far. It also draws attention to the problems and issues related to citizenship by emphasizing the current state of citizenship in curricula and classrooms.

Secondly, this study may help EFL teachers and practitioners including myself to gain an awareness on citizenship related issues in EFL contexts through asking questions and presenting results of the study since the study highlight citizenship representations in curriculum and course books, and this emphasizes the presence of these components and importance of them in EFL curriculum and classrooms as it is stated by El Karfa (2007) in his study which emphasized the role of EFL classrooms in the process of citizenship education. Also, the present study creates an opportunity for EFL teachers to reflect on their classroom practices through asking questions regarding citizenship related acts and discussions since reflecting and thinking about their own practices provide a new perspective and a point of view. It is important to notice that if teachers do not care for or do not notice the themes and concepts presented in course materials, integrated curricula may not reach its purposes. Teachers are provided with required training and information when new curricula are introduced, but it is not possible to observe if intended training helps them to increase their awareness or not. Through the study, it can be asserted that not only teachers but also curriculum planners might benefit from the results of the study by discovering the latest state of citizenship education in classroom practices and the language and culture relationship in the curriculum.

Researchers and curriculum planners should also remember that what in-service teachers know and do is based on their undergraduate education. In that sense, the present study suggests some implications for practice so that curriculum planners become aware of the place of citizenship in undergraduate level in the departments of English Language Teaching, and maybe realize the place of citizenship in undergraduate degrees and plan accordingly.

It especially focuses on curriculum and course books separately since course books are direct reflections and representations of curriculum in

classrooms. Students are directly exposed to these materials as a part of curriculum, and activities, tasks and illustrations in course books. For this reason, course books are examined in detail in the study. Also, when previous studies in various databases are examined, there seems to be lack of evidence focusing on the citizenship components in a foreign language education curriculum, which bares the need to conduct a study on identification of these components remaining unknown so far. It is also of significance to raise an awareness of teachers who are involved in the EFL curriculum and teaching practices. In order to explore components integrated and bring up awareness on the issue and their practices.

All in all, the study is expected to have some implications for EFL practitioners, curriculum planners and educational policy makers in Turkey in terms of presentation and discussion of citizenship components in middle school EFL classroom contexts.

1.5 Definition of the Terms

The terms defined in this section refers to the meanings specified below throughout the study:

Component: A smaller part of a larger whole. In the present study, it refers to the pictures, texts and activities in the course books.

Course Book: They are main materials prepared, published and distributed to public schools in Turkey by the Ministry of National Education. They are also referred as ‘textbooks’ in the literature.

Citizenship education: Educating children to become clear-thinking and enlightened citizens who participate in decisions concerning society (UNESCO, 1998).

EFL Curriculum: A written document based on curriculum development and implementation and a written form that includes outcomes, objectives, content, method, and syllabus of EFL education (Su, 2012).

English as a Foreign Language (EFL): Learning English as a Foreign Language means learning English language in schools or educational institutions in addition to one’s mother tongue in his/her home country where English is not the native language.

Integrated Curriculum: It is defined as a curriculum that connects different areas of study by cutting across the lines of subject content and by emphasizing unifying concepts (Boyd, 2015).

CHAPTER 2

LITERATURE REVIEW

In this part of the thesis, previous studies conducted on citizenship and citizenship education related issues are presented. First, studies on citizenship education are mentioned. Then, global, national, international, cultural, sustainable citizenship studies are included. Finally, the relationship between citizenship education and EFL is reviewed in the light of relevant literature.

2.1 Foreign Language Education in the Educational Turkish Context

As it is mentioned earlier, language education in Turkey has a history starting from the 19th and continuing today. Important changes were made through reforms and by establishing new policies in order to improve language education in Turkey. One of the most important attempts was made in 1997 reform, and compulsory education was extended to 8 years, which means that foreign language became a compulsory subject in all grade levels of primary education (Kirkgöz, 2007). Importance of English in Turkish education system increased since English became 'lingua franca', and countries viewed English as a significant tool in the process of globalization. For that matter, language policies and curricula received attention from curriculum planners and policy makers in Turkey. Especially in the Reform done in 2005, language teaching methods and curricula changed according to the needs of constructivist approach and communicative language teaching (Kirkgöz, Çelik & Arıkan, 2015). Later on 11 April 2012 with policy number 6287, MoNE initiated a period of changes by establishing 4+4+4 education system and making alterations in both foreign language and citizenship education courses. With this change, the number of hours allocated for foreign language education increased, and 'Human Rights, Citizenship and Democracy' course was added into curricula as a must course. By this way, another step towards citizenship education

was taken. Other series of changes were also made starting from 2018, and these changes included curriculum and course book alterations. 51 curricula were changed in line with the requirements of the 21st century of education, and subject areas including language education gained an integrated approach to include several specified skills and themes.

2.2 Citizenship Education

Citizenship is a broad term that has drawn attention from educators, researchers and scholars since it is a component that is in the core of societies because being a citizen is mostly about a person's existence in the society politically and socially. It is linked to politics, morality, social and global issues in scientific grounds. It is defined as the set of rights, duties and identities linking citizens to a nation or state by Koopmans et al. (cited in Banks, 2008). It has also been linked to being a member of a society, values and rights of people in a society (Abowitz & Harnish, 2006). The concept of citizenship is one of the most significant issues in the field of education and social sciences research, and it is studied from various perspectives like globalism, multiculturalism, internationalism, democracy, human rights, nationalism and sustainability. Extensive research shows that citizenship has become an issue even since Ottoman period. When documents belonging to that period are analyzed, it can be seen that nationalism, freedom, government, social, moral and political issues were given importance in curricula at that time (Becerikli & Yıldırım, 2018). Additionally, when compared to other countries, citizenship is still a major issue in the Turkish context because in a comparative study conducted in order to find out citizenship knowledge of Turkish middle school students and compare them with international means, it is seen that upper middle class students in a private school in Turkey are very knowledgeable about citizenship, civic acts and responsibilities; however, this knowledge is more on a traditional view of citizenship rather than a contemporary one according to the results of the same study (Keser & Akar, 2016).

Countries view citizenship from various perspectives, and this may reflect into educational practices and curricula. Study conducted in order to discover the nature of citizenship in England and Turkey presented that Turkey considered citizenship from a more national point of view, whereas England had a more

global approach to citizenship and related issues like human rights, democracy and social justice (Wilkins, Busher, Lawson, Acun & Göz, 2010).

There are various issues related to the term citizenship, these issues and topics are open to discussion. Thus, practitioners' knowledge and skills are of importance to handle these controversial issues, and research shows that teachers care about citizenship discussions in classrooms, but they state that they do not have enough formal training to hold effective discussions in class (Oulton, Day, Dillon & Grace, 2004). This may bring us the need to discuss the state of citizenship in undergraduate degree of education because teachers gain most of their knowledge and skills during these years. In that sense, it is necessary to emphasize and study this dimension. In a study conducted to highlight the views of pre-service teachers towards citizenship, it is discovered that their ethnicity and department are significant determiners in viewing citizenship (Özbek & Susam, 2017). On the other hand, there are some good examples of integrating discussions related to citizenship in classes, and teachers assert that they are able to define and discuss citizenship issues when provided rich international school environment (Alviar-Martin, 2011). These discussions are essential components of classrooms since open discussions contribute positively to individuals' citizenship building processes (Maurissen, Claes & Barber, 2018).

Several studies have focused on citizenship components from various perspectives. Researchers dwelled on the topic through examining curricula of different courses, and social studies course is one of these areas. Social sciences course textbooks and curricula tend to integrate citizenship since citizenship is a social phenomenon. It is a fact that some textbooks refer to citizenship values such as human rights and freedom (Kort, 2017), but it is still unclear how much emphasis is put on these issues. In Turkish context, when social sciences curricula are examined, it is discovered that social sciences curricula aims to raise active and democratic citizens in their nature (Kuş, 2014). Not only courses but also the role of extra-curricular activities in building citizenship awareness has been researched, and it is found out that they are able to help students gain citizenship related skills and awareness with its limitations because students were not able to transfer their knowledge into practice, and it is also emphasized that teachers are in favor of

including citizenship as a component in extra-curricular activities (Keser, Akar & Yıldırım, 2011). Since teachers are the key agents in implementation of activities, it is significant to touch upon their influence.

Additionally, citizenship is included as a separate course in some curricula whereas it is embedded in some programs. In England, it was introduced as a part of curricula with the decision of policy makers in 2002 (McLaughlin, 2000); in 1999 in Canada and in 1998 in Australia (Davies & Issitt, 2005). In Turkish context, citizenship used to be offered as a must course in the 4th and 8th grade in elementary education level. In the scope of this course; concepts like human rights, equality, freedom, being a citizen and responsibilities are studied. Therefore, it was decided that citizenship was to be integrated into across courses like Turkish, social sciences and English in the scope of integrated curriculum approach. That is, citizenship course is not provided in every grade level, and this supports the fact that citizenship is one of the embedded entities in curricula. In addition, it is specifically claimed to be one of the hidden topics in foreign language curricula. To illustrate, social sciences courses are seen as suitable content areas to promote citizenship and Turkish social sciences spiral curriculum integrate global citizenship themes into middle school social sciences studies (Günel & Pehlivan, 2015). In line with this, since language courses are effective tools to include social issues like citizenship; this brings the need to have a deeper look into the language curriculum in Turkey.

Based on different methods and approaches, changes in curricula were also made by the MoNE. In 2005, citizenship course was dropped from the curricula because it was decided that new curricula would employ a more holistic and immersive approach through which citizenship concepts are integrated into all subject areas (Keser, Akar & Yildirim, 2011). According to the Board of Education report, 10 core values and 9 key competencies are integrated into curricula since integrated curricula are designed in Turkey in line with the policy (MoNE, 2017). As a part of this integrated curriculum, social and civic competencies and cultural awareness and action are distributed into language programs in an integrated and balanced way (Kirkgöz & Ağcam, 2011). Therefore, the place of concepts regarding citizenship is undeniable and critical.

Citizenship is an important concept that was critically studied by John Dewey who had asserted that society is a democratic organism in which individuals experience harmony, openness, freedom, criticism, equality and tolerance. He also believed that democracy should unite citizens through communication, interaction and cooperation in the society (Zoric, 2015). In addition, he viewed democracy as a way of living and thought that democracy was a complex structure rather than a simple process. According to Dewey, social studies are the most useful subject areas that can contribute to the process of raising active citizens (Carpenter, 2006). That is, social sciences have a great potential for qualifying individuals with civic knowledge, which is a parallel view with progressivism.

Progressivism in education is an understanding which puts emphasis on the whole-child development, and children learn from their own personal experiences. Also, progressivism focuses on the importance of raising active citizens and good learners (Radu, 2011). Therefore, the place of citizenship in education is worth paying attention, and several researchers in Turkey put emphasis on citizenship education in Turkish education system. To illustrate, in their study defining the state of citizenship education in Turkey, it is seen that citizenship stands as a separate area as well as a cross curricular subject, and it is usually presented from a particular and nationalistic perspective with minor references to universal understanding of citizenship (Çayır & Gürkaynak, 2008).

- Village Institutes in Turkish Education System

First of all, Village Institutes were the foundations of teacher training in Turkish education system, and the idea of training villagers was initiated by Mustafa Kemal Atatürk based on a national emergency in the 1940s because in the early years of the republic, most of the citizens in Turkey were illiterate (Vexliard & Aytaç, 1964). In the process of transformation into a republic, there was a need to increase the number of educated people especially in rural areas. For that purpose, courses for specific areas were offered to people in the villages, such as Turkish, history, civics, culture, civil education, agriculture, technology, music, painting, military, economics and foreign language. Aforementioned courses were offered in the village institutes both theoretically and practically. In the scope of

this curriculum, people's hearts and minds were educated in the process of raising good citizens (Karaömerlioğlu, 1998). Individuals in this education system were expected to gain the knowledge of life skills such as learning their own culture, duties, rights, arts and technology. These were the first steps of democratic and civic education in Turkey, and village institutes had a mission to promote national, democratic and cultural education through practice and learning by doing (Arayici, 1999). Therefore, village institutes played an important role in Turkey's struggle for democracy, and they aimed to promote democratization of the education and bring up citizens for the newly founded republic (Gökalp, 2015, p. 127). Secondly, in forming the structure of village institutes, impact of John Dewey is undeniable since he was one of the scientists that were invited to Turkey to make recommendations on building a new education system. Dewey proposed the notion of democracy integration into education in formal schooling, and his views and suggestions were quite effective in the democratic structure of village institutes (Uygun, 2008). From these perspective, it can be asserted that formal education was seen as a tool to promote social, cultural and political issues of the countries. In Turkish context, village institutes were seen as structures that can contribute to the process of citizenship building and democracy with their philosophies, educational methods and curricula. Finally, it can be said that foundations of today's democracy and citizenship education are based on the steps taken in the early years of the republic. From then on, it evolved into its present structure, and in the next title of the study, relevant literature on citizenship education is reviewed and discussed.

After presenting studies focusing on citizenship education, research on types of citizenship education are reviewed and presented. A deeper look into the literature provides several concepts related to citizenship such as culture, global citizenship, environmental citizenship, multicultural citizenship, national citizenship, democratic citizenship and human rights. To conclude, language curricula and policies in Turkish education system evolved in time as new revolutions were made. From past until today, progressivist understandings started to become visible and schools started to offer education for life skills. In that sense, real life skills and becoming active citizens are significant issues need

attention. Therefore, in the following subtitles studies focusing on citizenship education and types of citizenship education are presented.

2.2.1 Global Citizenship Education

First of all, it is necessary to define the term 'global citizenship' since it is of importance understanding it before interpreting and integrating it. Studies defined global citizenship as membership in a society which constitutes all people around the world (Osiadacz, 2018). This definition emphasizes two important aspects which are becoming a part of a community and global perspective that embraces all the people around the globe. In that sense, global citizenship is closely related to interdependence and integration among culture and people. Also, it can be stated that education for global citizenship is closely tied to the ability to understand common environmental, humanistic and global problems and their interpretation critically, and it is again necessary to remember that developing a global perspective and taking a stand against global issues is a part of global education (Frey & Whitehead, 2009). Taking a critical stand as mentioned before is essential in shaping the views with regard to intercultural communicative competence for global citizenship since criticality may help learners recognize other cultures, gain awareness in terms of others and challenge stereotypes, all of which contribute to building citizens for globalized century (Ahn, 2015).

For Oxfam (1997) as cited in Davies (2006), global citizenship education has three components:

- knowledge and understanding of the background to global problems (such as conceptual understanding of social justice, peace/conflict, diversity, sustainable development and globalization/interdependence)
- skills (such as critical thinking, ability to argue, cooperation/conflict resolution and the ability to challenge injustice and inequalities)
- values and attitudes (such as commitment to equality, valuing and respecting diversity, empathy, concern for the environment, commitment to sustainable development, a sense of identity and self-esteem)

Globalism and education for globalism is in the concern areas of curriculum specialists and policy makers all around the world, and it is one of the concepts that citizenship is connected and integrated especially after the beginning of the

20th century because being global and becoming a global citizen have become issues that shaped nations and societies since then. Since this period of time is seen as the age of globalization, global citizenship and education for bringing up global citizens have become one of the public purposes of educational institutions (Reimers, 2006). Also, it is clear many universities have taken action to integrate global citizenship elements in their curriculum designs when we have a look at the content and learning outcomes their curricula (Aktas, Pitts, Richards & Silova, 2017). It is another fact that not only curricula, but also IB programs point out the importance and existence of education for global citizenship in their designs and implementations, and study shows that students benefit from these learning grounds in their way of becoming global citizens (Palmer, 2016). In her comparative study of IB programs and Montessori programs, Brunold-Conesa (2010) pointed out that both programs employ integrated curricula that aim global citizenship education through integrating issues like international, intercultural and global awareness and competence, but Montessori programs seem to be undermined while IB programs pursue their presence dominantly.

Also, as a requirement of world system approach mentioned in the discussion of global citizenship and its importance to education, learning about global issues and gaining international cultural awareness is an undeniable property in understanding the global world and surviving in diversity (Myers, 2006). In order to achieve this, curriculum is a useful and popular tool; however, there are several ways of integrating globalism and related themes like disability, ethnicity, social background and nationality such as international students programs, exchange programs and internships (Killick, 2012).

Extensive research shows that global citizenship and topics related to it are possible to be integrated in various subject content areas including history, language and social studies, and teachers seem to be tend to present global examples in their classroom practices according to a multiple case study conducted by Wagner, Parkhouse, Glazier and Cain (2016). Social studies and moral education courses are the most popular courses where citizenship is integrated. To illustrate, in a study conducted in the USA in order to find out whether global citizenship is a part of social sciences and the ways that it is integrated; it is seen

that globalism, global world, internationalism and issues related to globalism have frequently been touched upon in classroom discussions and practices (Rapport, 2013). Also, in a case study conducted, it is found out that global citizenship has been embedded into social sciences program with its some deficiencies, but still its presence and implications are undeniable (Myers, 2006). Not only scholars in the United States, but also researchers from other countries pointed out the issues related to global citizenship. There are studies to discover existing situation of global citizenship as well as its realization in practice. In the study conducted in comparison between Hong Kong and Singapore, it is discovered that global citizenship has its place in curriculum and education discourses; however, there are also concerns in the nationalistic level. That is, study emphasizes the fact that global citizenship should be present as long as it does not undermine nationalistic values and virtues (Martin & Baildon, 2016). Moreover, in examining global citizenship education integration into Italian classroom practices and curriculum, it is recognized that education for global citizenship is a multimodal action which requires organization in the school and teacher level. For that matter, while including global citizenship in curricula teacher actions, their competencies and curriculum organization components should be taken into consideration (Damiani, 2018). Besides, Scotland is another country which put emphasis on global citizenship education and its integration into education. A closer look into the Scottish curriculum provided researchers to see that global citizenship has been a significant part of programs along with human rights education (Daniels, 2018).

In addition to this, according to the report published by UNESCO department of Global Citizenship Education (GCE) in 2015, global citizenship has three core dimensions which are cognitive, socio-emotional and behavioral domain. Cognitive dimension of global citizenship refers to the ability to realize and understand different countries, cultures and their interconnections among them all around the world. Socio-emotional perspective is about feeling belonging to a global humanity and respecting different cultures, races and ethnicities. On the other hand, behavioral dimension refers to human behaviors that are respectful and effective in national and global grounds in order to sustain a peaceful world. A deep look into the literature shows that there are many studies examining global

citizenship and its integration in various courses and levels of education. Higher education has become one of the levels of education since internationalization processes may take place at universities. To illustrate, global citizenship is embedded in middle school social sciences attainments, learning processes and measurement in Turkey with its subcomponents like human rights, internationalism interculturalism and interdependence; however, it is still recommended by practitioners that global citizenship should increase its presence in social studies curriculum (Karakuş, Türkkan & Öztürk, 2017). In addition to social sciences, globalism and global citizenship is integrated with English language since it is seen as a medium and a tool for empowering global and cosmopolitan citizenship (Guilherme, 2007). What is more, the relationship between language and global citizenship education is apparent in the sense that language is seen as a way or tool for global awareness and global participation, and it may be even a requirement for global citizenship according to global citizenship education (GCE) (Bates, 2012). All in all, it is clear that global citizenship is not a separate course, area or subject; rather than that, it is argued by many researchers that it should be a tool or way of enriching curricula and education across various subjects by integrating skills and values for global citizenship (Ibrahim, 2005).

When it comes to talk about the recent situation in Turkey, research highlights that themes related to global issues such as social justice, human rights, diversity, peace and social security are not all included in social sciences curricula in order to promote global citizenship without losing core national values (Günel & Pehlivan, 2015). To sum up, global citizenship education is a relevant issue when existing studies are reviewed extensively, and studies regarding sustainable citizenship education which is another type of citizenship education are presented in the next sub-title of the study.

2.2.2 Sustainable Citizenship Education

Education for sustainable development is on the agenda for a quite long time. It is viewed as one of the components of being a citizen of the world. In that sense, sustainability and sustainability education can be linked to citizenship, and it may be seen as one of the requirements of global citizenship, as well. A close

look into the literature shows that several studies are conducted to find out the place of sustainability as a sub component in education. Again social sciences course books are in the focus area of researchers since social sciences course is one of the content areas that promote sustainability through education. To illustrate, it is found out that environment, sustainability and global citizenship are present in current social sciences course books and there is a vivid increase in the emphasis on these themes starting from the middle of 20th century (Jimenez, Lerch & Bromley, 2017). In addition to that, not only social sciences but also children's literature is viewed as a way to integrate sustainable citizenship into language education. In other words, language and literature content is open to sustainability integration since stories, poems, other literary texts and their visual representations may include embedded messages regarding sustainable citizenship (Bradbery, 2014). Similarly, drama is also seen as a useful and an effective tool to integrate sustainability into education according to a study carried out to present the use of drama in promoting sustainability education (McNaughton, 2010). Another study conducted by McNaughton as the continuum of drama and sustainability integration research has focused on the effectiveness of Global Storylines and use of teachers in their classrooms as a sustainability integration component, and the results pointed out that Global Storylines are useful in promoting sustainability and values related to sustainable citizenship (McNaughton, 2010). Furthermore, it is presented that religious courses, social sciences courses like history and geography are the most common subjects that sustainability issues are included because of the social nature of these content areas. However, it is highlighted that science education can also be a part of sustainability and sustainable citizenship education (Johnston, 2011). More importantly, it is essential to notice that language is a useful tool to promote social issues as well as aforementioned areas, and a case study conducted in order to discover the place of sustainability in language degrees showed that integration of sustainability into curricula may contribute to the process of qualifying sustainability literate individuals who can meet the economic, social and political needs of the society in the 21st century (Davidson & Batalla, 2016). In that sense, it is significant to realize the fact that knowledge of citizenship related issues is an important qualification for language degree

graduates. Finally, all this body of research is mainly focused on the content of different courses; however, it is of importance to put emphasis on the voices and views of teachers since they are the valuable implementers of all content areas in classrooms. Fortunately, there is evidence on the attitudes of teachers towards sustainability integration into education, and research shows that practitioners have positive attitudes and tones towards education for sustainability when their self-commentaries are taken into consideration (McNaughton, 2012; Pipere, Grabovska & Jonane, 2010). From a broader perspective, students' voices are as important and valuable as teachers' opinions on the idea since student perspective can make a difference on the implementation stages, and research shows that students are only aware of the environmental side of sustainability, but they gain a balanced awareness after debates discussions and critical thinking activities on the issue (Clark & Zeegers, 2014).

Sustainable citizenship and development is not only in the attention area of researchers but it is also an issue for UNESCO and UN because these bodies put emphasis on the importance of sustainable development for the world and declared reports in regional and local levels. According to the reports published by UNESCO, education for sustainable development (ESD) is a necessity for future generations to become responsible and sustainability sensitive (Bourn, 2005). In line with these publications and reports, several studies are conducted to investigate different components. Furthermore, sustainable citizenship is also linked to global citizenship, and studies emphasize the importance of embracing sustainable education for the sake of global spheres by referring to eco-pedagogies (Misiaszek, 2016). Finally, it is pointed out based on the data collected from 69 countries through content analysis of 484 social sciences course books, sustainability integration into curricula follows a global shift instead of a national point of view (Bromley, Meyer & Ramirez, 2011).

Research also points out the place of primary school education in sustainable citizenship education from teachers' perspective and puts emphasis on the roles of teachers in sustainable education for global citizenship because teachers play a key role as well as the curriculum itself when it comes to the practice level in classrooms (Bennell, 2015). For this reason, it is a requirement to

have a look at the qualifications of pre-service and in-service teachers in terms of sustainable knowledge and skills, and there are studies proving that sustainability training help pre-service teachers recognize sustainability issues and gain an awareness on sustainability integration into curriculum by designing their lessons accordingly (Pace, 2010). Another training program carried out in order to increase awareness of university students on sustainability is found to be useful because it focused on the values that pertain sustainability, and it also put forward the idea that sustainability is not only about recycling but also about quality of interactions with the environment and society (Murray, Goodhew & Murray, 2014).

Extensive research done so far has presented valuable findings in the area. For example, a study carried out to see the inclusion of sustainability in education shows that early childhood education is seen one of the ways to promote sustainability (Hagglund &Samuelsson, 2009). In addition to early childhood and primary education, sustainability and sustainable education is addressed in higher education level as well, which shows us that sustainable education is dispersed into almost all levels of education (Glover, Jones, Claricoates, Morgan & Peters, 2012). Also, it is clearly stated that secondary education should help students acquire sustainability related skills in their process of gaining vocational knowledge (Pavlova, 2005). Furthermore, researchers emphasize that sustainability knowledge and awareness are important to bring up sustainable citizens that contribute to the society economically, socially and politically. For this reason, vocational education draws attention when it comes to sustainable citizenship since vocational training aims not only to educate knowledgeable and skillful workers but also to qualify environmentally responsible and sensitive citizens. At this point, it is also important to notice that these aims can take place through an integrated and holistic approach in which whole person development is the main objective (Quisumbing, 2005). From this perspective, it can be asserted that educational programs, curriculum and policies are considered as a medium of actualization. Especially language can be viewed as one of these tools since it provides grounds for integration of various issues in it. To illustrate, it is a requirement for content based instruction to include different content while language learning takes place (Hauschild, Poltavtchenko & Stoller, 2012), so

global issues, citizenship and sustainable issues find themselves in language education content. Moreover, a detailed literature review presents that sustainable development is a multidimensional issue which brings the need to implement various teaching strategies like blended learning, reflective approaches and critical thinking (Dovros & Makrakis, 2012). In that sense, it is important to have a look at what teachers and students do in classroom in teaching and evaluation processes. When it comes to talk about the situation of teachers in Turkey in terms of sustainable citizenship, research shows that their attitudes towards sustainable citizenship is high; however their participation in ecological activities is low (Karatekin, 2019). Finally, in the next part of the study, research on international citizenship is reviewed and discussed.

2.2.3 International Citizenship Education

Internationalization of education and internationalism in curricula are on the agenda through the years especially from the beginning of 21st century. Global perspectives have gained importance in order to develop citizens of the world. In that sense globalism and internationalism are closely tied to each other, and many researchers dwelled on these themes from various perspectives. It can be asserted that there are several ways of raising international citizens and fostering international citizenship in education. For instance, creating an international campus and supporting student mobility to build an enhanced community can provide opportunities for students to become international citizens (Killick, 2012). Another idea is that studying abroad or international service learning which helps learners gain a foreign language proficiency through intercultural citizenship actions by interacting with foreign cultures in different ways (Wu, 2018; Gordon, 2014). Also, creating opportunities for language learners in programs can help them build their intercultural citizenship better as they are exposed to language and intercultural elements together (Jackson, 2011). Similarly, it is seen that international mobility is a focus are of many countries like England, Canada and US when their interactions with other nations are examined in detail, and they view this process as a part of global citizenship (Engel & Siczek, 2018). As well as these formal interactions, international non-profit organizations can contribute to the internationalization process of learners, and study has proven that students

create much stronger international identities through these organizations (Ramirez, 2018). More interestingly, 'international mind' is not only in the concern area of textbooks and extra-curricular activities, but also diploma programs. To illustrate, International Baccalaureate programs aim to graduate students having an IB profile, and critical thinking, international awareness and intercultural understanding are some of the requirements of this learner profile (Wasner, 2016).

While studying the current state of international citizenship, it is essential to pay attention to voices of different stakeholders like instructors and students since they each present another perspective to examine. When scholars highlighted academic instructors' views and actions regarding international citizenship and intercultural awareness, it is seen that they do not put effort to raise their students' international/ intercultural awareness or knowledge, which is sad because these are vital components of education and curriculum in the 21st century (Trede, Bowles & Bridges, 2013).

As it has been previously discussed, international tendency is visible in many areas, and it is more than obvious in civic courses in many other countries. Studies show citizenship courses gained a cross-national or international identity especially with the encouragement driven from UNESCO; however, Turkish citizenship education curriculum reflect a national perspective rather than an international point of view (Sen & Starkey, 2017). In that sense, it is significant to put emphasis on the internationalization or nationalization of citizenship concept and values in Turkey.

The concept of intercultural citizenship is proposed by Byram (2006), and he viewed foreign language as one of the ways of promoting intercultural citizenship. In his discussions regarding the position of intercultural competence in foreign language curricula and practices in classroom, Byram (2014) emphasizes that textbooks today are in favor of including intercultural representations, but even though these books tend to direct practitioners, there is still deficiencies in putting effort to dwell on cultural issues in class rather than focusing only on grammatical accuracy. He also argues that language teaching and learning has educational and utilitarian purposes in its nature, and it can be achieved by aiming to help language learners acquire intercultural competence through critical

thinking and reflection (Byram, 2010). Not only Byram but also other researchers have discussed the place of intercultural awareness and education for interculturalism, and they assert that teachers should be aware of the fact that they are not only responsible for teaching and assessing language; it is their duty to care for interculturalism in language classes as well (Dervin, 2006). In line with these ideas, a comprehensive review of the literature shows that there are many initiatives to internationalize the curricula or design and implement culture inclusive programs; however, researchers present that there are examples of culture integrated curricula with its challenges and opportunities, and challenges mostly appear in the practice stage (Rasi, Ruokamo & Maasiita, 2017). Also, study focuses on the acts of pre-service teachers by highlighting that language education is not only about learning a language mechanically, but it is about building cooperation, collaboration and dialogue among culture of students and their backgrounds (Palpacuer-Lee, Hutchison Curtis & Curran, 2018).

2.2.4 National Citizenship Education

The term nation was defined as "a political and social community formed by citizens bound by a unity of language, culture and ideal." The emphasis here is on the political and social aims of the community. In that sense, these aims are of importance to discuss nationalism in a country. Nationalism has become an issue on education and more specifically language classrooms since language education and curricula tend to refer to these topics because of the nature of language learning. When literature refers to nationalism, globalism issues emerge at the same time because the shift to globalism may raise some concerns regarding nationalism. However, a longitudinal study of nationalism and globalism in Korea show that national values stay as core issues in education and curricula no matter how much globalism is incorporated (Moon & Koo, 2011). Patriotism is another theme that has drawn attention from many researchers, and its presence in curricula and textbooks has been examined in detail. To illustrate, Music lesson textbooks are seen as a medium of promoting patriotism in China since patriotism is suitable to be integrated into verbal discourse (Lee, 2014). Similarly, reading books in primary education were utilized to embed national and patriotic topics in reading classes (Kennedy, 1997). On the other hand, a comprehensive textbook

analysis presented that Korean moral textbooks include both national, patriotic and international elements in them, and national elements invites students to embrace all ethnicities and races in the country (Lee & Misco, 2014), so it is obvious from previous research that curriculum has often become a tool to integrate political, ideological and social issues. Another study conducted in Rwanda in order to see how education at school shapes students' civic notion shows that civic curricula include both global and national issues, but national issues are more emphasized when curriculum and textbooks are examined in detail and interviews done with teachers (Russell, 2018). Similarly, when history textbooks used in Canada are analyzed it is seen that they contain various political and religious and citizenship representations that reflect the current period of time (Helyar, 2014), and a parallel study conducted in Zimbabwe shows that history textbooks carry a patriotic notion as well as historical knowledge and awareness (Maposa &Wassermann, 2014). What is more, American textbook analysis has shown that the notion of nation and patriotism are illustrated in textbooks with their all criticisms through raising questions on the issues (Nash, 2009). In line with this study, social courses textbooks are in the attention of researchers in the United States since patriotism and patriotic issues are visible components in textbooks, and research presents an important controversial issue of representation of American patriotism in course books because they tend to integrate American patriotism with its praise and criticisms as well (Kissling, 2015). It is essential that countries have the tendency to protect their national values, but it is also a requirement to be a part of the global world and raise citizens of the world in order to meet the current needs of the society. As it is stated in the study of citizenship in Cyprus, it is seen that Northern Cyprus tends to embrace national and local core values, and content analysis of textbooks used in citizenship education shows that global issues seem to be ignored. It is also emphasized that this current state may hinder the process of becoming an EU member. (Silman & Çağlar, 2011). Therefore, it can be said that education has its political function in its nature.

2.2.5 Local vs Target Culture Dilemma in Course books

Culture and cultural representations in EFL course books are in the center of attention in educational research areas. Many researchers and scholars have

tried to find out cultural identifications in EFL course books either globally used or published by the government. To begin with, Yip Cheng and Beigi (2012) conducted a study in order to discover religious and cultural components in Iranian EFL textbooks provided by the government, and it is seen that local culture and religious issues appear dominantly in EFL textbooks. In such a case, it is hard to put emphasis on a global culture and cultural impact on foreign language learning. Similarly, Almujaiwel (2018) states that Saudi EFL course books integrate local culture more than British and international cultures based on the results of the corpus analysis of EFL course books. Since learning a language is closely related to becoming more exposed to another culture, it raises the question whether it is possible to learn a foreign language without knowing the target culture realizing that language is a social and cultural concept with its own characteristics, values and skills. On the other hand, in a study conducted in Columbia to discover cultural level in EFL course books published by American and British publishing houses, it is seen that culture is portrayed from a superficial perspective which concerns surface culture. Surface culture is more about places, activities, people and food; however, deep culture is more about socio-cultural issues, norms, lifestyles and values in a community, and research shows that aforementioned course books do not tend to include deep culture in their nature (Gomez Rodriguez, 2015). That is, it is another issue that raises a discussion since both surface and deep culture are inseparable components of a society and language as well. As students grow their foreign language skills, it is essential for them to realize and think critically on local or target culture through activities and materials that they are exposed to, and research presents that many course books fail to encourage students to become critical learners of culture and language since EFL course books do not serve for that purpose (Sobkowiak, 2016). Similarly, when 11 Korean EFL speaking textbooks published by Korean government are analyzed in terms of their cultural representations which fosters intercultural communicative competence, it is discovered that there is only 12% cultural component that relates target culture with foreign language teaching (Lee, 2009). This emphasizes the fact that many countries intentionally or unintentionally may fail to embed culture into EFL materials. In addition, it is also of significance to

rethink about the way to reflect culture in language materials since the way culture is presented may be similar or different from the reality itself. To illustrate, some of Korean course books used in high school level tend to integrate global culture specifically a western culture, but it presents the society as a dream culture. Therefore, it is also a critical issue how and how much culture needs to be included in curricula (Lee, 2011). In line with this research, an Iranian context reveals that culture represented in EFL course books was not enhancing local culture integration in foreign language classes neither were the teachers according to the results of the study (Bahrami, 2015). Additionally, another study conducted in an Iranian context presents that course books like Top Notch and English Files fail to integrate local culture in foreign language teaching, rather they only focus on the target culture to foster intercultural communicative competence (Dehbozorgi, Amalsaleh & Kafipour, 2014). In such a case, it raises a topic of discussion whether to integrate only target culture or not because glocalization of language teaching is one of the issues debated recently in research areas. On the other hand, a similar study conducted in Argentinian context asserts that global EFL course books do not achieve a whole identity development because they tend to promote British or American culture without regarding local cultural background of students, and it is also seen that teachers are not interested in integrating culture in their practices since they might have a disinterest in local cultural issues (Moirano, 2012). As it has been presented, there are many studies focusing on the cultural components in course books; however, it is important to notice that teachers are the main agents of course books in classrooms. Therefore, their awareness and way of integrating course books with culture matters a lot, and research shows that non-native EFL teachers have distancing experiences because course books they used are global and westernized books as it is in Taiwanese context (Chen-Su, 2016), and they were not able to benefit from local culture in their EFL classroom practices because they preferred to stay faithful to the course books (Forman, 2014). Ultimately, it is expected that culture may serve as a tool to increase reflection and critical thinking, yet level of cultural integration and teacher practices may affect this goal positively or negatively since there may or may not be room separated by curricula or teachers for that purpose (Canale,

2016). Thus, practitioners and curriculum makers need to remember the importance of English as a lingua franca which contributes to the intercultural awareness all around the world with respect to all cultures, and teachers should search for the ways to get support from culturally enriched classes in EFL contexts (Setyono & Widodo, 2019).

2.2.6 Human Rights as a Component of Citizenship

Human rights education and the inclusion of human rights into several subjects are other concern areas of researchers, and human rights inclusion is a debatable issue that is included in education through several courses. It has drawn attention from researchers and scholars as a topic to be studied in the scope of courses and curricula. To give an example, a comprehensive content analysis of Bosna Herzegovina compulsory education curriculum and textbooks shows that human rights and democracy issues are only mentioned instead of discussing and emphasizing them, and teachers lack of training and knowledge related to integration of these issues into classroom practices (Kolouh-Westin, 2004). Similarly, analysis of Spanish social sciences texts asserts that human rights and issues related to it are presented in texts in a superficial level, which provides little opportunity for students to develop an understanding of human rights and defending human rights (Collado & Atxurra, 2006). Surprisingly, research done in the Netherlands in order to explore human rights as a component of social sciences in secondary schools pointed out that popular social sciences course books lack human rights related issues and topics in them although there is enough opportunity to do so (Kort, 2017). On the contrary, a different study has been conducted to discover human rights and peace education related issues in curriculum in Lebanon, and findings show that these issues are integrated into the aims and objectives of the curriculum as it is in Turkish EFL curriculum (Shuayb, 2015; İnce, 2012). What is more, Chinese secondary school textbooks seem to change in time in terms of the ways citizenship issues like human rights and globalism are integrated, and current books tend to emphasize human rights and globalism more than the past (Kwan & Tse, 2011). In line with this research study, it is also found out that China embraces an integrated approach towards human rights education and human rights issues are embedded their curricula and policy

documents as key components determined by the state (Liang, 2017). On the other hand, it is necessary to have a look at the ways of implementing these issues in theory and practice since national or global perspectives might make a difference in discussions. A broad study collected data from all around the world through social sciences textbook analysis of 69 countries show that there is a shift to consider issues like human rights, peace and democracy from a more globalized point of view (Bromley & Russell, 2010; Meyer, Bromley & Ramirez, 2010). It can be said that effects of globalization can be seen in any area related to education and citizenship. When it comes to the situation in Turkey, research has presented that human rights is an issue that is integrated into social sciences course books through several sub-categories like rights, peace, democracy, freedom and judgment. Of all these themes, rights and democracy are the most frequently studied issues; however, there is still lack of research on the level of implementation and discussion in classroom (Merey, 2018).

2.2.7 Disability as a Component of Citizenship

Disability is another significant issue with regard to education and language education more specifically. It is an aspect that every stakeholder in educational organizations must be sensitive to. The place of disability is in the attention area of various researchers. Especially its presence and absence of it in course books has been studied by many scholars because it is an issue that is related to humanity and interests the area of citizenship from cultural and social aspects. To illustrate, a study conducted in Ireland and England in order to discover cultural status of disability in textbooks asserts that inclusive education is a way of making disability a part of mainstream education and helping students and teachers become familiar with the issue (Hodkinson, Ghajarieh & Salami, 2018). However, it is also found out that it has become a topic in physical sciences as well. For instance, when physical education course books used in secondary schools in Spain, it is seen that disability is represented in course books but findings show that there is an imbalance in representations of disability in terms of gender and the way of integrating disability into sports (Taboas-Pais & Rey-Cao, 2012). Also, psychology textbooks were analyzed in order to see the current position of disability in a social science, and results indicated that disability issues

were very limited and they were represented from a stereotypical perspective (Goldstein, Siegel & Seaman, 2010). This is of importance since these concepts and elements are adopted by individuals who are exposed to these materials which shape their approaches towards disability issues. Furthermore, content analysis of multicultural education textbooks present that only a little amount of course books is devoted to disability representations, and background of these illustrations depend on unacceptable sources of information (Johnson & Nieto, 2007). Similarly, 25 sociology textbooks content analyses present the limited inclusion of disability and little emphasis on identification of disability in a very important area of study like sociology (Taub & Fanflik, 2000). It is also very surprising to see how little attention was paid to a significant issue like disability. More importantly, areas like cultural studies, sociology and language should be responsible for inclusion of disability since it is an issue that concerns all citizens around the world, and they are useful tools to promote global and humanistic issues like disability; however, publishers or curriculum makers tend to underestimate the issue. For instance, it is seen that disability is only a little part of EFL textbooks used in middle and high schools in Iran when a content analysis of EFL textbooks are conducted and it is seen that those books reflect disability as a disadvantaged situation (Cheng & Beigi, 2011). What is more, in another study aiming to investigate the presence of disability in textbooks, it is stated that disability is represented through a pessimistic point of view, and their roles in terms of society and education is seen as negatively in the books analyzed (Ruskus & Poceviciene, 2006). Finally, similar findings were presented in the study of content analysis of early childhood education course books, and results pointed idea the fact that disability is again included very little in course books. Researchers emphasize that students who are involved in these courses and use these textbooks are not able to gain insights regarding the disability awareness (Martinez- Bello & Martinez-Bello, 2016).

2.3 Citizenship Education and EFL Relationship

Language learning is a complicated process in which not only facts but also complex underlying meanings and hidden values are involved (Guilherme, 2007), and citizenship is one of these meanings and values that can be included since

significance of its integration into education is validated through research (Holland, 2009). Also, language courses and textbooks are seen as the medium of integrating culture and political ideologies in various contexts because textbook analyses show that language discourses and illustrations represent ideologies and culture of the country (Liu, 2005). There are several attempts to combine citizenship and foreign language learning until now, and it has been found out that these attempts contributed to students' understanding of national and international citizenship and their participation in civic acts (Byram & Porto, 2015). To illustrate, Chinese EFL curriculum shows a tendency to incorporate citizenship education into secondary school curriculum in their efforts to redefine the role of English (Xiaohong & Zeegers, 2010) because citizenship education help individuals to become global citizens and be aware of global issues and responsibilities (Pinet, 2006). In defining the place of citizenship in EFL curricula, there are both favorable and less favorable examples that countries should draw lessons from. To illustrate, study conducted in Colombia presented that EFL programs reflect citizenship elements from a superficial perspective, and reading seems to be the only skill where citizenship is integrated (Calle-Diaz, 2017). Suh and Huh studied the importance of teacher approaches in relation to intercultural citizenship and found out that teacher pedagogy make students recognize intercultural citizenship and posit themselves as citizens throughout learning processes (Suh & Huh, 2017). Also, concepts like sustainability, citizenship and multiculturalism are the issues embodied in curricula and curriculum policies since language education and policies do not only aim to present English instruction but they also intend to achieve citizenship construction (Cha & Ham, 2011).

Citizenship is defined from several perspectives and examined in detailed to discover concepts, elements and categories related to it. It is simply defined as entitlement to recognition, respect and participation by (Willow, Marchant, Kirby & Neale, 2004), and citizenship concept has been sectionalized into three elements: civil, political and social citizenship by (Marshall, 1964). Civil citizenship refers to individual rights such as freedom of speech, right to own and equality among individuals whereas political citizenship is related to power of citizens that takes place through political participation. On the other hand, social

citizenship covers health, education and welfare of individuals in a country, and studies also emphasized the importance of citizenship education into schooling (Banks, 2008). Moreover, citizenship is viewed from other perspectives as well. Parker (2012) as cited in (Suh & Scott, 2015) made a distinction between active and passive citizenship. Passive citizenship is related to people who are only law-abiding citizens. However, active citizenship puts emphasis on the power and participation of individuals to embrace values like responsibility and respect, and studies have highlighted the importance of seeing language teaching and learning as a tool for preparing participatory and active citizens that can bring up social change (Brady, 2006).

Since English is viewed as the global language of the century, the ways it is represented have caught attention from many researchers, and it is clear that EFL materials carry cultural, intercultural and representations that play an important role in individuals' understanding of the world and themselves as citizens (Song, 2013). A study conducted to discuss how language plays a role in students' interaction with embedded frameworks such as culture emphasized that culture and international view of culture are integrated in textbooks; however, teachers as mediators and facilitators should be aware of these embedded frameworks and employ approaches accordingly (Kiss & Weninger, 2013). Also, English as a global language has a significant effect on policies and decisions regarding policy making (Nunan, 2003), therefore its direct and indirect implications need to be taken into consideration in these processes. Moghadam, Azizmalayeri, and Mirzaei (2013) stated that citizenship in elementary school curriculum science, reading and social education books is illustrated through the concepts of patriotism, respect, human rights, and environmental issues, freedom of speech, globalism and critical thinking. On the other hand, one of the previous studies focusing on various perspectives of citizenship aims to find out teacher perceptions of global citizenship integration into ELT education and findings show that teachers embrace their roles in preparing citizens, but they do not employ a specific technique for that in Turkish education context (Başarır, 2017), which brings the need to focus on teacher awareness and practices including citizenship in classrooms. Another study conducted in Iranian elementary schools to find out the

citizenship components integration levels asserted that citizenship is highly embedded into elementary school social science textbooks by emphasizing three components which are orbital laws, patriotism and civic participation (Zohreh & Ghanbari, 2012), which shows that citizenship as a part of latent and manifest content has been a subject of research in educational fields of study. Similarly, social sciences textbooks in Turkey shed light on national citizenship, but these textbooks include limited activities emphasizing political literacy and participation (Ersoy, 2013).

In Turkish context, latest curriculum presented by the Ministry of National Education (MoNE) aims to have individuals acquire traditional, digital and horizontal skills which are proposed by European Union (MoNE, 2018). Social and civic responsibility is one of these horizontal skills, and these skills are embedded in the curriculum according to MoNE. It is reported that 13 21st century skills which are mentioned previously are involved in 51 curricula including EFL middle school program in an integrated way following principles of integrated curriculum. Also, curriculum asserts that students are expected to be familiar with their national culture and international cultures through foreign language education. However, there have not been any attempts to view these embedded aspects of EFL curriculum in Turkey. For this reason, present study can contribute to the literature to fill in this gap and see how much these intended skills are integrated into curriculum and textbooks. In that sense, textbooks have been in the center of attention since they inevitably and directly impact students' whole development, and their strengths and weaknesses in terms of achieving nationally determined key competencies and skills must be studied (Hanifa, 2018).

2.4 Summary of the Literature

This chapter has reviewed the relevant literature on citizenship issues like globalism, multiculturalism, sustainability, patriotism, human rights and disability through presenting their importance in the research area. The review of the literature provided examples from Turkey and other countries all around the world to cover a wider perspective. Also, studies done all educational levels including studies conducted from pre-school to higher education are included in the literature review.

First of all, studies focusing on global citizenship are presented in the review since it is an important issue when studying citizenship integration into curricula. After that, sustainable citizenship and sustainability in education have been introduced in order to show its integration into education through various courses and levels of study. Then, internationalism and multiculturalism are examined in relation to previous studies conducted to point out their inclusion, and significance of this inclusion is discussed. What is more, patriotism along with nationalism is searched in order to present previous data on these issues. Finally, human rights and disability issues as citizenship concepts are dwelled on by focusing on their integration into curricula and course books through previous evidence.

This study aims to fill in a gap in the literature by discovering what has not been studied so far based on the comprehensive review of the literature on several databases, and it is also another objective to increase the awareness of in-service EFL teachers and curriculum makers on citizenship related issues in English language education. It is hoped that information provided in this chapter can contribute to both theory and practice, and the next chapter focuses on how this current study is designed and implemented.

CHAPTER 3

METHOD

This chapter provides information about the overall design of the study, participants and the position of the researcher. Also, it gives details on data collection instruments and data collection and data analysis processes. Finally, the chapter touches upon the issues of trustworthiness and limitation issues.

3.1 Overall Research Design of the Study

The present research employs a qualitatively driven mixed-method design in order to answer the following research questions:

1. How are the citizenship components integrated into the middle school EFL curriculum?
2. What are the EFL teachers' level of awareness of including citizenship education in their middle school classroom teaching/ practices?
3. How do EFL middle school teachers integrate citizenship education components into their instructional practices?

In order to answer the two research questions, I first tried to familiarize myself with the middle school EFL curriculum to consider a document analysis approach. Nevertheless, when I examined the course books and EFL official curriculum policy document, I decided to use a qualitatively driven mixed method design to explore the teachers' awareness levels of citizenship components. Mixed method designs employ both qualitative and quantitative methods in the same study. It is important to notice that both qualitative and quantitative methods are useful methods when conducting research. However, when there are instances in which researcher tries to find out deeper understandings and underlying meanings, quantitative methods may not meet the needs of the study. Therefore, qualitative

methods are chosen. Even in some circumstances, still there might be a need to collect quantitative data in a qualitative action. In such a case, mixed method designs are useful tools to incorporate. There are various approaches to mixed method designs such as complementary, embedded and many more (Creswell, 2003). Qualitatively driven mixed method design is one of the designs that employ a qualitative action complemented with a supplementary quantitative action. In its nature, it is possible to incorporate QUAN-qual, QUAL-quan or QUAL-qual projects. In the present study, I preferred to use QUAL-quan design because its characteristics are suitable for the research questions and for the nature of the study. In QUAL-quan mixed method designs, there is a qualitative part which can stand on its own as a separate study; however, quantitative component of the design is supplementary and serves for a specific part of the study, and it cannot be a separate project by itself (Morse & Cheek, 2014). In this particular study, QUAL-quan design is very appropriate in order to answer research questions because it can reflect the complexities of concepts and social realities (Hall & Ryan, 2011).

First, I decided to carry out deductive and inductive content analyses. I chose to conduct a deductive content analysis because I wanted to explore the components related with the themes existing in the literature. Themes emerging from the literature review I did are used in the deductive content analysis. I also decided to do an inductive content analysis so that I can discover cultural and curriculum specific components in the curriculum and the ones emerging from teacher answers. Also, an open-ended questionnaire in the process of data collection in order to collect data from EFL middle school teachers. I downloaded four EFL middle school course books from the official website of MoNE (MEB, n. d.). Later, I obtained hard copies of the books from a middle school located in Ankara. After obtaining the books, I made myself familiar with the thematic units and sections of the books in order to make decisions on the units of analysis.

The content analyses of 4 middle school EFL course books were conducted because course books are central elements that represent core educational values (Çayır, 2015). These course books are published by Ministry of National Education (MoNE) online on the official website of the Ministry which is

http://www.eba.gov.tr/ and open to use, and they are currently being put into practice by the public schools in Turkey. They consist of 4 grade levels (4-8) and 4 different course books each of which include 10 thematic units in each book and 40 units in total. These units and themes were all analyzed by the researcher under expert supervision through combination of deductive and inductive content analysis.

Finally, it can be asserted that there are various ways of collecting data. For example, interviews, observations, and questionnaires and so on; however, it is not always possible to put these methods into practice due to different limitations like time and place. In that case, content analysis is a useful way of collecting data since it is time and cost-efficient.

After collecting the qualitative data from 4 EFL middle school course books, whole data were analyzed through appropriate data analysis techniques. Qualitative data were analyzed through applying content analysis stages. That is, after reviewing the literature, existing themes were drawn from the literature, and content analysis matrices were prepared in the organizing stage. Later, units of analysis which are pictures, reading texts and activities in course books were coded and categorized according to these themes into the matrices. Also, other emerging themes from the analysis itself were coded as a part of deductive content analysis in content analysis matrices. Finally, data were analyzed and reported in the results section.

After this stage, an open-ended questionnaire was prepared in order to collect data from middle school EFL teachers and get insights regarding their practices related to citizenship in their EFL classes in order to discover their awareness on the issues related to citizenship. Conveniently 85 teachers were reached and voluntarily participated in this study. It is essential to collect data from teachers as well as materials as data sources since awareness and behaviors of teachers are of significance because their intentions shape their practices. Also, they are the main agents who apply all materials as well as course books in classrooms, which brings the need to highlight teacher views and practices. As previous research presents that it is very common to collect data on the practices of teachers through observations, questionnaires or interviews in order to get some

insights regarding the reflection of materials analyzed (Schweisfurth, 2006). For that matter, their awareness and practices are of significance in terms of the use of the themes that are presented in course books. In the present study, teachers work in 27 public middle schools in Çankaya district in Ankara. In the initial phase, the open-ended questionnaire was prepared by the researcher, and it was revised based on the expert feedback.

After reaching the final version, the questionnaire was administered to participants to collect actual data by the researcher in the data collection process of the study.

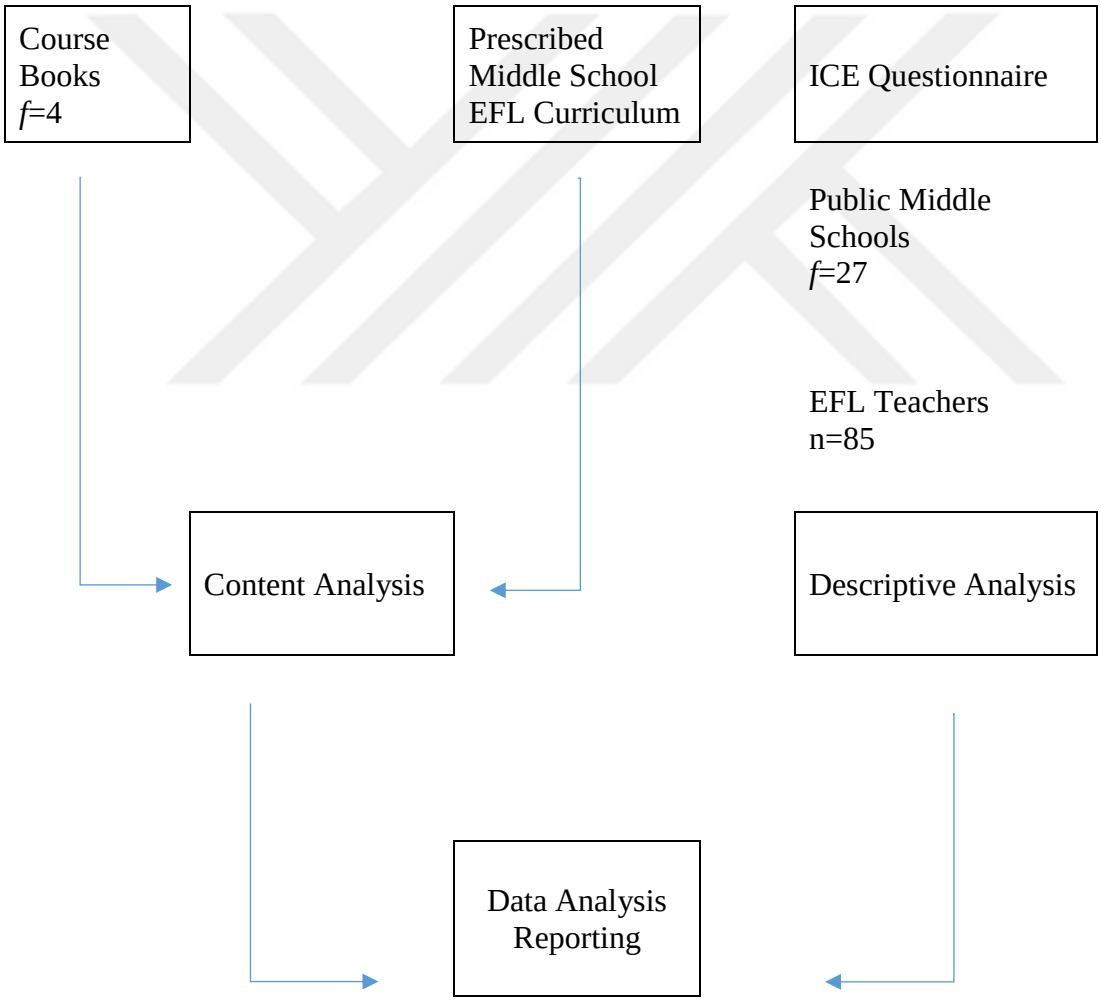


Figure 3.1 Research Design of the Study

3.2 Population and Sampling

Participants of the study are EFL teachers working at middle school level at public schools in a district of Ankara. Participants were selected through convenience sampling, and they were asked to participate in the study on a voluntary basis. In addition, study sample through which quantitative and qualitative questionnaire data were collected consist of 85 teachers working at middle schools of Ministry of National Education. As it is illustrated in the table below, 82.4% of the teachers are female (*n*=70), and 17.6% of them are male (*n*=15):

Table 3.1

Gender Distribution of EFL Middle School Teachers

Gender	*n*	*%*
Female	70	82.4
Male	15	17.6

All participants work in public schools which are located in one of the districts in Ankara namely Çankaya. The district from which the data are collected from is the largest district in Ankara with highest number of schools. According to the records of Ministry of National Education, there are 62 public middle schools in Çankaya district. Çankaya district is a diverse district in terms of its profile. People with middle and upper-middle or higher education and socio-economic background usually live in the district. It is an old and very well-known area with a number of schools. Because of practical reasons and time limitations, not all these schools were visited. 27 out of 62 schools which are located in Çankaya district were visited. I visited the schools in person, contacted to the school administration who guided the researcher in communication with teachers and administered the questionnaire to EFL middle school teachers. Some teachers were reluctant to participate in the study since they were busy or occupied at that time, only available and volunteer teachers completed the questionnaire. In general sense, there are more experienced and older teachers in the district compared to other cities, and age distribution of the teachers can be seen in the table below:

Table 3.2

Age Distribution of EFL Middle School Teachers

Age	*f*	%
21-30 years	13	15.3
31-40 years	23	27.1
41-50 years	33	38.8
51-60 years	16	18.8

As it is stated in the table above, teachers' ages range from 21 to 60 years old, which means that there are both younger and older participants who can provide various insights based on their experience. 15.3% of participants are aged between 23 and 30 (*n*=13), 27.1% of participants are aged between 31 and 40 (*n*=23), 38.8% of participants are aged between 41 and 50 (*n*=33), and 18.8% of them are aged 51 and 60 years old (*n*=16). Also, years of experience of EFL teachers range considerably in line with their ages as illustrated in the table below:

Table 3.3

Teaching Experience Distribution of Participants

Teaching Experience	*f*	%
0-10 years	20	23.3
11-20 years	33	38.4
21 years and higher	32	37.2

In line with their age distribution, teachers are very experienced in the district. They are senior teachers with a lot of classroom experience and skills. According to the table above, 23.3% of the participants have experience between 0 and 10 years (*n*=20), 38.4% of the teachers are experienced from 11 to 20 years (*n*=33), 37.2 % of them have experience 21 years and more (*n*=32).

When it comes to giving some background information on teachers' education. It can be seen that there are teachers from English Language Teaching, English Language and Literature, Linguistics. Also, there are 17 participants from other departments such as History, Biology, Chemistry, Psychology, Engineering

and Physics. The reason for this situation is because there was a lack of EFL teachers in the past, and MoNE was hiring teachers graduated from various departments of English medium universities like METU. Therefore, there are some teachers who graduated from other departments, but teach English in public schools. Educational background information can be seen in the table below:

Table 3.4

Educational Background of Participants

Graduation	*f*	%
English Language Teaching	44	51.8
English Language and Literature	18	21.2
American Culture and Literature	2	2.4
Linguistics	4	4.7
Other	17	20

When we also asked about the degrees the teachers obtained, it was seen that 71 teachers have a Bachelor's degree, 12 teachers have a Master's Degree, and there are 2 teacher with a Doctoral degree. That is, some of the participants have a tendency and interest in academic pursuit.

In addition, teachers were asked about their workload and position in the current school, and it is seen that 82 teachers are full-time teachers, and 3 participants are part-time teachers. Part time teachers are younger compared to full time teachers, and they work temporarily in the schools they are assigned.

All the participants in the study work in public middle schools, therefore they teach grades 5, 6, 7 and 8 according to the regulations of MoNE. When they are asked about their hours of teaching, it is stated that they teach 6 hours minimum, and 40 hours maximum (M=23.22). The mean score shows that they generally have 4 or 5 classes every day.

3.3 Documents as Data Sources

The data sources of the study are two different kinds of documents which are 4 EFL course books and prescribed official EFL middle school curriculum and responses of participants on an open-ended questionnaire. They are major sources

of data which is drawn and analyzed by the researcher. Each course are explained in the following sub-titles.

3.3.1 Curriculum Documents

First, 4 course books published by the Ministry and distributed to public schools are analyzed as the data source. Mentioned course books are studied in grade levels 5, 6, 7 and 8. They are the main course materials that are currently implemented by teachers in public middle schools. In addition to those, officially prescribed EFL middle school curriculum is analyzed through document analysis in order to highlight citizenship components in the curricula. The open access document was retrieved from the official website of the Ministry (MEB, n. d) which is: http://mufredat.meb.gov.tr, and it is open for all users. Also, another document which is prescribed official middle school EFL curriculum is analyzed in the study. The curriculum which is described in following sections is an official document prepared and published by the MoNE..

Prescribed EFL Middle School Curriculum

It is an official document published online by the Ministry of National Education. It is available online at the official website of the Ministry for all stakeholders as suggested earlier. It was published in 2018 in Ankara. It is a 96 page document including all components of a curriculum, and it has different sections as stated below:

- Major philosophy of the curriculum
- General objectives of the curriculum, key competences in the curriculum
- Values education in the curriculum
- Testing and evaluation approach of the curriculum
- Suggested testing techniques for the assessment of language skills
- Structure of the curriculum
- Important issues for the application of the curriculum
- Suggested activities and tasks
- Syllabus for each grade level

Course Books

In the current Turkish education system; grades 5, 6, 7 and 8 are situated under the secondary schools/ middle schools in public institutions. Also, private institutions make use of these books as well as other books published by international publishers in order to prepare students for the central exams and catch up with the national curriculum. All the course books and workbooks in Turkish education system are provided by the Ministry of National Education for free, and they are compulsory course materials that are used in classrooms. They are sent to schools by the Ministry and published online on www.eba.gov.tr in PDF format. They are available for students, parents and other stake holders. In the study, 5, 6, 7 and 8th grade level course books were analyzed inductively and deductively by the researcher. That is, 4 course books published and distributed by the Ministry of National Education are analyzed through content analysis, and these books are implemented in classrooms by teachers all around the country, which makes it a necessity to dwell on their components affecting students' learning. The books consist of thematic units, and each book is divided into 10 units. The themes that are covered in these units are presented below in Table 3.5:

Table 3.5

List of thematic units in course books

Grade 5	5th Grade English Course Book	10 Units: Hello, My Town, Games and Hobbies, My Daily Routine, Health, Movies, Party Time, Fitness, Animal Shelter, Festivals
Grade 6	6th Grade English Course Book	10 Units: Life, Yummy Breakfast, Downtown, Weather and Emotions, At the Fair, Occupations, Holidays, Bookworms, Saving the Planet, Democracy
Grade 7	Let's Learn English	10 Units: Appearance and Personality, Sports, Biographies, Wild Animals, Television, Celebrations, Dreams, Public Buildings, Environment, Planets
Grade 8	Mastermind	10 Units: Friendship, Teen Life, In the Kitchen, On the Phone, the Internet, Adventures, Tourism, Chores, Science, Natural Forces

3.4 Instrumentation

In the instrumentation of the study, instrument development phase, piloting process and final version of the open-ended questionnaire are presented step by step in detail.

3.4.1 Instrument Development Phase

Integrated Citizenship Education in EFL Classrooms (ICE) Open Ended Questionnaire

Phase 1: Preparation of a questionnaire to be administered to EFL middle school teachers: In the initial stage of the study, relevant literature was reviewed and themes regarding citizenship concepts were drawn from existing body of research. After determining the themes, content analysis of the 5th grade course book was conducted in order to determine emerging themes from inductive content analysis. After the analysis of course book 1, instrument development stage was initiated. In order to collect demographic information; age, gender, years of experience, experience at the current school, school type and district, workload, educational background and credentials were questioned. In the next parts of the instrument, the questions were developed in such a way that teachers express their opinions and practices through the questionnaire. For that reason, open ended questions are formed in the questionnaire.

Phase 2: Feedback: After preparing the first draft of the questionnaire, feedback was gathered for content and face validity issues.

Phase 2.1: Editing the questionnaire based on the feedback

Phase 2.2: Piloting: After constructing the questionnaire, it was first piloted through online platforms. That is, before collecting actual data in the study, Facebook, Whatsapp and e-mail as social media were preferred as a medium of administration since they are rapid and cost-effective, and it is a convenient way for participants because they can respond anytime and anywhere. It can be said that improvement in internet technologies contributed to the ease of these kind of studies and removed the barriers in between researchers and participants by eliminating human factor as it is needed in traditional methods (Johns, Chen & Hall, 2004, p. 19). However, there are also validity threats of using social media as a data collection tool such as location. That is, the time and location of responses

may be different, and this can create an internal validity threat. When piloting process is over, the questionnaire was edited and required changes were made under expert supervision.

Phase 3: Finalizing the instrument: This part of the study focuses on the open ended questionnaire and content of it. The questionnaire consists of 3 sections which are Demographics in Part I, Open ended questions focusing on the opinion of teachers and citizenship concepts in classes in Part II, Questions focusing on classroom activities and Classroom questions and evaluation related section in Part III. Administering questionnaire is a technique which aims to discover the properties of a population through questions asked, and it is a fast, economical and obtrusive way of collecting data. The questionnaire consists of 25 questions in total. In the first part of the questionnaire, which is Part I, there are questions aiming to collect demographic information from the participants. In this section; age, gender, years of teaching experience, work duration in the current school, city, school location, grade levels, and workload in the semester, educational background, highest degree and additional duties are questioned.

In part II, there are five items in total. Item 1 focuses on the opinion of teachers on teaching citizenship concepts in language education. Item 2 tries to discover the teachers' ideas on whether it is teachers' responsibility to teach citizenship or not, and Item 3 is provided to gather data on the reasons for their statements and comments. In item 4, citizenship concepts are listed and teachers are asked how much they care for the discussion of these issues in their classrooms. The concepts listed are Globalization, Internationalism, Multiculturalism, Sustainability, Patriotism, Democracy, Nationalism, Human Rights, Citizenship, Local Culture and Politics. In case there are other concepts, another item is provided for participants to explain.

In part III, questions related to citizenship practices are asked. It aims to gather data on the ways of participants' integrating citizenship into EFL classes, the activities they prepare and the materials they use in classrooms. Finally, there are also two questions which aim to discover citizenship related questions that are asked by teachers and students in EFL classrooms. Also, this part is targeting to find out evaluation regarding citizenship concepts in EFL classes. In the last

question of the questionnaire, participants are given the opportunity to add further comments, ideas or explanations regarding the issues mentioned in the previous parts of the questionnaire.

Phase 4: Administration of the questionnaire: After finalizing the instrument, the questionnaire was administered to the participants of the study.

3.4.2 The Piloting the Instrument

Pilot study of the research is conducted in an online environment because online research has become one of the most frequently used methods in research grounds with the rise of internet all around the world. Online methods started to gain popularity through telephone questionnaires after telephone had taken its place in people's daily lives. Later on, advances in information communication technologies, computer based online questionnaires began to increase.

The reason for the increase of online surveys is that there are a lot of advantages for both researchers and participants. First of all, it is researchers' one of the concern areas that none of the participants are exposed to physical or psychological harm, and online surveys are less likely to be harmful than traditional methods. Secondly, it is preferred in data collection processes because it provides 24-hour access, instant opportunities for communication and massive amount of samples (Johns, Chen & Hall, 2004, p. 16). Also, it sets the grounds for low-cost internet research and ease in data transcription, and it helps researchers to categorize online survey data automatically through online survey tools (Johns, Chen & Hall, 2004, p. 19). Compared to telephone and e-mail surveys, internet questionnaires are at a lower cost since it achieves to reach at a larger sample size. In addition, it assists the researchers save time by eliminating the process in which paper questionnaires are transferred to data analysis environments, and transcription mistakes are avoided since data are directly gathered to an online platform, which means the data are ready for further analyses. In online surveys, it is also possible to enhance the content of the questionnaires though visuals, videos or multimedia components; therefore, the interaction quality increases. In addition to all of these, online surveys are possible tools to be disseminated through various online platforms such as e-mail, html tools and social media applications.

Similarly, there are also advantages for the participants' side. When online survey method is put into practice, participants are able to respond in the place they prefer and any time they want without restrictions. Also, online survey method can provide them higher level of privacy and freedom. That is, the data collector is absent, and this leads to elimination of bias and increase in quality of data (Fielding, Lee & Blank, 2008, p. 144). Furthermore, online surveys give participants multiple opportunities for the variety of devices used in order to respond to questionnaires.

On the other hand, there are challenges as well as ethical issues of online research methods compared to traditional ones. One of the challenges of online surveys is that response rate is slightly lower than paper questionnaires. It is stated that the rate may differ from 1 percent to 100 percent depending on the ways of invitation. To illustrate, general internet surveys tend to have lower response rates than the ones aiming to invite a list of people in a specific place or organization (Fielding, Lee & Blank, 2008, p. 149).

Finally, it is essential to touch upon some of the ethical issues regarding internet research since it is a different setting. There are two important considerations regarding the risks of online research, which are ensuring confidentiality and informed consent. Ensuring confidentiality of participants and data gathered from the sample is researcher's duty. There are several ways of keeping the data confidential. To illustrate, labeling, using passwords in order to protect data and separating research data from personal information are possible solutions for the confidentiality concern. What is more, informed consent is another area of concern when conducting online research. The researcher has to ensure that participants verify their consent before taking part in the study. It is more difficult to ensure it in online research environments than traditional pen and paper consent forms. However, the researcher needs to provide a section to ensure informed consent in online research studies.

With its both advantages and disadvantages, the questionnaire was administered through an online link, and 24 participants replied to the answers in the questionnaire. In the first part of the questionnaire, there is an introduction section and informed consent item. Participants giving consent to participate in the

study is directed to questionnaire questions, and participants who do not consent to answer further questions are directed to the end of the questionnaire, by this way, the questionnaire is terminated if they do not agree on answering. After the informed consent part, participants are asked about the type of institution they work, which is either private or public organization. After these sections, participants are directed to the questions related to citizenship issues in EFL classes. Results of the pilot study showed that questions were clear enough to be answered. However, slight changes were made after the piloting. Employment type of the teachers were stated as part-time or full-time in pilot study. Yet, in Turkish context, there are different types of employment such as 'sözleşmeli' or 'ücretli'. Thus, 'ücretli' statement was added as an extra clarification for part-time teachers. Also, 'do you ask' and 'do students ask' statements were underlined in order to avoid confusion because there was a teacher who wasn't able to catch the difference in the pilot study. In addition to these alterations, order of questions changed in order to make it easier for the participants to respond to the items. All in all, changes made after piloting were mostly about face and content validity.

3.4.3 ICE Instrument

After the face and content validity of the instrument was finalized, the final version of the instrument was reached. The ICE consists of 3 major sections: Demographics, Concepts and Opinions and Classroom Practices (see Appendix E). Each section in detail looks as follows:

Section 1: Demographics: Age, gender, teaching experience, experience in the current school, type of school, school district, grade levels you teach, weekly class hours, graduation, highest degree, credentials and position type

Section 2: Citizenship concepts and teacher opinion:

What is your opinion about including teaching citizenship issues in your English classes?

Should the English teachers be responsible for teaching citizenship issues in their language classes?

How often are the following citizenship issues discussed in your English classes? (Globalism, multiculturalism, internationalism, sustainability, patriotism, democracy, nationalism, human rights, citizenship, local culture and politics)

Section 3: Classroom practices

Which citizenship issues do you think are important to be included in the scope of English language classes? (e.g., national, international, global)

How do you integrate citizenship education into your EFL classes?

What type of questions do you ask your students related to citizenship issues? Please write them.

What type of questions do students ask you related to citizenship issues? Please write them all.

How do you evaluate students learning about citizenship issues? Please explain the type of exams you prepare and the questions you ask

What kind of activities do you prepare to integrate citizenship education into EFL lessons?

What type of materials (e.g., textbook, video, reading text) do you use (teacher-made or other)?

3.5 Data Collection Process

Before collecting data, all the required permissions were gathered from Middle East Technical University Human Subjects Ethics Committee (HSEC) and Ministry of National Education. The open ended questionnaire and comprehensive review of the literature along with the introduction of the study were submitted to METU HSEC, and the committee decided that the study do not violate any ethical conduct or harm human subjects. As a result, the committee assigned the protocol number 023-ODTÜ-2019 (see Appendix A) for the study. Also, Turkish and English versions of the questionnaire, study proposal and required documents were submitted to MoNE along with the list of schools to be visited, and the data collection permission request was approved with the number of 14588481-605.99-E.15175872 (see Appendix B).

First of all, in order to conduct content analysis, content analysis matrices are developed based on the review of the literature. These matrices assist the researcher to organize data according to themes and categories determined before the process and emerging throughout the analysis. They are central tools which shape and organize the content analysis process. Furthermore, in order to ensure inter coder reliability; the qualitative data were analyzed by two coders, and

content analysis were conducted after agreement between coders on a sample taken from the course books.

Secondly, the open ended questionnaire was administered to the middle school EFL teachers to collect quantitative and qualitative data. The questionnaire was prepared by the researcher based on the themes emerging from the content analysis and the relevant literature. It was constructed under expert supervision to ensure face and content validity.

Finally, in the administration process of the open ended questionnaire, I visited 27 schools in Çankaya district in total. I first contacted to the school principals or vice principals and provided consent forms gathered from MoNE. Then, I personally contacted with EFL teachers in breaks or lunch breaks and invited them to participate in the study. I distributed questionnaires and consent forms and informed the teachers. After teachers completed the questionnaire, I collected the documents back. It took approximately 4 weeks to reach at the target number of participants. After reaching 85 participants, data collection process was terminated, and all data were transferred to SPSS by the researcher. After the analyses, all the results were reported in the results section.

3.6 Data Analysis Process

In the study, the data coming from 4 course books used were analyzed through content analysis. First, preparation for the content analysis was done, and a sample was analyzed with the Coder 2. After this stage, content analyses were organized deductively and inductively. Later, data coming from the analysis were reported in visual and written forms.

3.6.1 Content Analysis

Content analysis is an unobtrusive technique that aims to analyze written, verbal or visual data in order to reach at broad concepts and categories describing the phenomenon (Elo & Kyngas, 2008). There are different approaches to content analysis like descriptive-prescriptive or deductive-inductive. This study employed deductive content analysis to explore dimensions that theory already mentioned in the literature because deductive content analysis was preferred if the analysis is based on previous knowledge, and inductive content analysis was used to explore

the cultural and social aspects in citizenship education as the second step. That is, an inductive content analysis is followed in the study as well as deductive content analysis because inductive content analysis is a way of analysis to explore the phenomenon on which there is not enough former knowledge as cited in (Elo & Kyngas, 2008).

Content analysis is one of the methods that is commonly used in social sciences research, and it is defined by many researchers. To illustrate, Barcus defined content analysis as a scientific analysis of communications and messages (1961). It is also pointed out by Berelson content analysis is a research method that aims to describe manifest content through systematic, objective and quantitative descriptions (1952). From this perspective, it can be asserted that content analysis can be quantitative in its nature by pointing out frequencies in documents or texts that are analyzed. These frequencies may reveal a lot about issues that are being researched. One advantage of quantitative content analysis is that it provides a strong dataset as well as a good summary of a great amount of data (Holsti, 1969, p, 9). On the other hand, it raises the question why content analysis has to be quantitative and focus on merely manifest content. Researchers argue that frequency of a statement is not necessarily connected to its importance and value. Rather than that, a single appearance of a symbol, statement or an image may be of more importance than frequently mentioned messages. In that sense, qualitative content analysis might be more useful since its performance is viewed as superior to quantitative content analysis in terms of addressing the problems in social sciences which require deeper understanding and analysis of subjects. Actually, both techniques do not contradict each other; instead they complement each other (Holsti, 1969, p. 10). In other words, they feed each other by providing different insights, thus they have a circular relationship (Pool, 1959) as cited in (Holsti, 1969). Qualitative content analysis as a qualitative data collection method is commonly used in social sciences research. It is an indirect way of understanding issues in science (Fraenkel & Wallen, 2009). In qualitative content analysis, researcher search for the underlying meaning in various units that the meanings are not explicitly stated. In that case, interpretation is in the center of this method. For this reason, a more in-depth analysis can provide information about the purposes

and intentions of a writer or speaker (Olsen, 2012). It has several advantages in its nature. First, it is unobtrusive and does not create harm or damage. Secondly, it is very useful when analyzing written data, and it is not limited in time or space in dwelling into data. That is, researcher can analyze both present and previous data. Also, content analysis is applicable and convenient in terms of time and source management since they are available and ready for the researcher. Most importantly researcher can present deeper understandings and insights regarding content. On the other hand, one disadvantage of qualitative content analysis is that researchers are able to analyze smaller units compared to quantitative analysis because of being in-depth analysis. While conducting content analysis manifest and latent content can be analyzed. It is another discussion topic whether to focus on manifest content or latent content. Manifest content is defined as the surface and obvious meaning of a document or a text that is directly exposed, and latent content is on the other hand is about underlying meaning of what is written or shown (Fraenkel & Wallen, 2009). There are two approaches to content analysis in its nature which are deductive and inductive. Both deductive and inductive content analysis follow similar stages that are preparation, organization and reporting.

Table 3.6

Themes emerging from the literature and analysis of course books

Patriotism-Nationalism	Turkish flag, National anthem, Turkish names, Biographies of rulers from Turkish history,
International-Intercultural issues	Flags of foreign countries, foreign movies, international food, different races and ethnicities, World famous places and buildings, World famous scientists,
Local culture	Photos of popular places, castles in Turkey, Photos of famous Turkish actors like Kemal Sunal, Turkish movies like Hababam, Turkish tales, Turkish traditional holidays, headscarf, Traditional Turkish food, Turkish celebrities,
Democracy	Songs and pictures related to democracy and elections,
Disability	Photos of people on wheel chair,
Sustainability	Units on saving the planet, pictures and texts focusing on environment

Data coming from the questionnaire were analyzed through SPSS 23 METU Version and content analysis by the researcher. Data regarding the demographics of the participants such as age, gender, experience, and graduation and education background were analyzed through descriptive statistics and reported in tables, written and visual format.

3.6.2 Content Analysis Matrix

In order to conduct qualitative content analysis, content analysis matrices are constructed. In the study, the course books are analyzed using the matrix as illustrated below (see Appendix H):

Table 3.7

Matrix used in content analysis process

Themes	Code	Source	Item/ Statement	Comment

Themes: They refer to the citizenship themes embedded in course books as mentioned in the previous literature and emerge from the content analysis itself.

Code: It refers to the codes emerging form the themes that content analysis reveal.

Source: It refers to the position of the units, visuals, texts and activities in the course books.

Item/ Statement: It refers to the explicit identification of items that are subject to content analysis.

Comment: It refers to the notes, comments and interpretation of the researchers as content analysis is conducted.

In the present study, sources to conduct content analyses are EFL Middle School (Grades 5-8) formal curriculum and course books approved by Ministry of National Education published online. The steps that were followed are explained in detail below:

a. Deductive Content Analysis

Themes and codes emerging from the literature were used to organize data because of the nature of the analysis. Deductive content analysis is based on

existing themes and categories. Researcher benefits from them in the process of interpretation of the data.

Phase 1: Preparation stage: In every content analysis procedure, there is a preparation phase in which initial decisions about the analysis are made. This stage involves determining the aims of the analysis, selecting the unit of analysis and identifying the data to be analyzed. Also, intensive review of the literature is a part of preparation stage. It gives the researcher an idea on which themes to be followed.

Phase 1.1: Selecting the unit of analysis: This stage is about deciding what and how much to analyze. Depending on the aim of the study and research questions, researcher need to choose suitable amount of sample, and the sample must be a good representative of the population. These units might be names, sentences, reading texts, visuals or dialogues.

Phase 1.2: Identification of the whole and data: The researcher needs to be familiar with the data so that the units of data can be categorized according to pre-determined themes and codes.

Phase 2: Organizing stage

Phase 2.1: Developing analysis matrices: In order to categorize data based on existing themes, analysis matrices are constructed. In the construction process, previous research, models or theories are taken into consideration.

Phase 2.2: Data gathering by content: After constructing the matrices for data coding, data are reviewed.

Phase 2.3: Grouping and categorization: Content of the analysis is categorized based on its correspondence with specified themes.

Phase 3: Reporting stage: In this stage, data are reported in a form that can be understood by the readers. It can be in form of models, tables or charts to present the findings.

Table 3.8

Themes emerging from the deductive content analysis

Grade level	Themes
5th Grade	Nationalism, intercultural and international themes, local culture

Table 3.8 (continued)

Grade level	Themes
6th Grade	Sustainability, disability, nationalism, local culture, intercultural and international themes, democracy
7th Grade	Sustainability, disability, nationalism, local culture, intercultural and international themes
8th Grade	Sustainability, disability, nationalism, local culture, intercultural and international themes

b. Inductive Content Analysis

Themes are emerged through the analysis by the researcher. Inductive content analysis is not based on existing themes or categories. Instead, themes and categories are emerged and abstracted from the units analyzed. In the beginning of the analysis, two coders analyzed the books independently. After the coding, I met with the inter-coder, and we analyzed course book 1 together to reach out an agreement on a sample unit of analysis. We scanned the reading passages, pictures and activities of the book using an inductive approach in order to find out culture specific and themes that are not considered in the previous studies and we took some notes on the margins of the course books. Later, we compared our analyses, and the comparison showed a high agreement between two coders.

Phase 1: Preparation stage: This stage follows the same procedures as deductive content analysis. Researcher chooses the quantity and unit of analysis and becomes familiar with the data.

Phase 1.1: Selecting the unit of analysis: Sentences, names, dialogues, visuals or reading texts may be the unit of analysis in the study. Thus, researcher needs to decide what to analyze in the preparation stage.

Phase 1.2: Identification of the whole and data

Phase 2: Organizing stage

Phase 2.1: Open coding: This stage includes writing down the headings of the content through reading it over and over again. This will bring up the concepts and aspects of the content.

Phase 2.2: Coding sheets: They are used when the researcher transfers headings and notes from the margins to coding sheets.

Phase 2.3: Grouping and categorization: After specifying codes, they are grouped into broader categories in order to make comparisons and identify the phenomenon.

Phase 2.4: Abstraction: This stage is about describing topic of the study producing categories.

Phase 3: Reporting stage: This phase follows a similar pattern to the reporting of deductive content analysis

Figure 3.2: Steps in deductive and inductive content analysis

All in all, the qualitative data were drawn from the content analysis of the course books. An inductive and deductive content analysis of formal curriculum and EFL course books used in public secondary schools was conducted. Also, the qualitative and quantitative data are collected through the questionnaire statistical analyses are run on SPSS 23 METU version to interpret data collected in the questionnaire. Also, discourse analysis technique is implemented to analyze qualitative data gathered through the questionnaire.

c. Descriptive Analysis

After collecting data through ICE open-ended questionnaire, the data drawn from demographics and close ended items were analyzed through SPSS METU version, and the data from open ended items were analyzed descriptively by the researcher. The results of the analyses are given in descriptive tables, and means, percentages, standard deviations and frequencies are presented in the descriptive tables.

3.7 Role of the Researcher

I have been occupied an English instructor at a foundation university for three years, and had some middle school observation and teaching experience during undergraduate years. This provided opportunities for me to become familiar with the materials used in public schools in Turkey. Also, in the early years of my career, I started to build my personal view of language education and pedagogy, and I realized that what we do in classrooms is more than language teaching since values we add to students and relationships we establish make an important difference. In that sense, this led me to think about underlying objectives of education and more specifically language teaching and learning.

I believe that every level of education has its characteristics and aims in its nature, and I think middle school years are critical and important years since students grow up toward adolescence and become more aware of the world around them in their way of becoming free individuals. In that sense, what they are exposed to leave a mark on their identities, thus I decided to conduct this study on middle school level.

Focusing on the materials covered in middle school English classes, I discovered surprising facts and information in every level of analyses. This discovery of new information contributed my role as a researcher and motivated me during the study. Throughout the study, I possessed an active role in conducting content analysis and gathering data through questionnaire since content analysis requires active participation from the researcher. I always reflected on my performance in the study by getting continuous feedback. Also, as I discover more on citizenship issues, I searched for more information, which contributed to my knowledge on the issue.

On the other hand, as a researcher, I tried to get insights from the inside part of the classroom through questioning teachers' awareness on citizenship issues because citizenship as an important issue and issues related to it are important to be noticed if we aim to educate people instead of just teaching language. Since teachers are the agents of all the materials that are used in classrooms, their way of thinking, behavior and awareness is very significant in terms of building the values integrated in language materials and education in

general. Their aims carry an important mission in growing up citizens of the world in the 21st century. In my opinion, as an instructor and a researcher aim of education is to qualify individuals with both content knowledge and critical, cultural and social values because teaching and learning are not only about content but also values, criticisms, emotions and attitudes if we want individuals of the future to be qualified with vision and thinking skills.

Additionally, during the data collection process, I had the opportunity to meet a lot of colleagues from which I gained great views, comments and insights regarding the EFL education in Turkish context. They shared their own experiences and knowledge from time to time. For example, while collecting data, one of the EFL teachers stated that she had never thought about these issues before and thanked me for conducting this research because she was going to be more attentive to the citizenship issues in her classes as she stated. This was a great experience for me. I was also able to visit lots of schools in several neighborhoods and observe some similarities and differences among them. All in all, I gathered information and experience on educational contexts in public schools.

3.8 Trustworthiness

There are key elements in order to assure trustworthiness and ethicality of a qualitative study such as confidentiality, reliability and validity. These issues are in the center of every study which aims to reach at consistent and meaningful results. First of all, all ethical permissions are provided from Applied Ethics Research Center at Middle East Technical University approving that present study does not harm anybody physically and psychologically. Also, in order to visit schools and distribute questionnaires, it is applied for a permission from the Ministry of National Education presenting all the necessary documents, and the data collection process started after the approval of the Ministry (see Appendix B).

Confidentiality is another concern in studies where data are gathered from human subjects. It is researcher's duty to keep all the data confidential and use only for scientific purposes and inform his/her participants for that purpose. In this study, participants were assured that their data would be kept only by the researcher for study purposes. Also, there is no item that identifies the participants, and they are not asked about their names, surnames or any other identifying

information. In addition, consent forms and questionnaires are collected and stored separately so that there is no match between two documents.

Objectivity of the data is also a significant aspect to consider in terms of trustworthiness. Because of the nature of qualitative content analyses, analyses need to be based on judgements of coders if there is not a quantitative approach. In that case, objectivity can be assured through inter-coder reliability. In the current study, data were analyzed by two independent coders. First, coders decided on the units of analysis and set the boundaries. Second, they conducted a pre-test on a sample in order to make themes and categories clear for both coders. Later, coders independently worked on the data. Finally, they came together and compared their judgements and interpretations.

Table 3.9

Background information of inter-coders

	Gender	Age	Master Degree Area	Experience(Years)
Coder 1	Female	26	Curriculum and Instruction	3
Coder 2	Male	25	English Language Teaching	3

Also, participants were reminded that their participation was voluntary and they could quit the questionnaire any time they would like to do so without any excuses. In addition, they were asked to sign an informed consent form which informed participants about the scope and purpose of the study (See Appendix D).

Validity is also one of the concerns regarding the trustworthiness of the study. Validity can be viewed in terms of the appropriateness, meaningfulness and correctness of the content from which researchers intend to make inferences. In order to make useful inferences, the content and the format of the instrument used should be consistent and meaningful (Fraenkell & Wallen, 2009). That is, content validity of the study is mostly about the form and content of the instruments. In this particular study, content validity is obtained through expert supervision and feedback since expert feedback is one of the ways of assuring content validity. The matrices used in the content analyses and the open-ended questionnaire were checked by an expert in the area. Along with the content validity, face validity of

the instruments are assured by the supervisor. The format and design of the open-ended questionnaire went through a feedback procedure as well.

Triangulation of data sources was also employed in the study in order to assure trustworthiness. Triangulation of data sources is about comparing multiple data sources to establish the validity of the study. In the present study, multiple data sources like course books, open-ended questionnaire and prescribed EFL curriculum were analyzed and data coming from these sources provided validity through triangulation. Also, there were four course books analyzed in the study, and cross-analysis among course books by grade level was done. The concepts and components were presented from each grade level, and similarities and differences were illustrated.

3.9 Limitations of the Study

In the current study, the data are gathered from 27 schools that were reached conveniently and only 85 teachers volunteered to take part in the study. For this reason, results of the study cannot be generalized to its population, but provide invaluable information regarding the teachers' awareness levels of integrating citizenship into the EFL curriculum and their teaching practices.

Finally, the present study collected data only from one district in the urban settings of Ankara. In order to reach at more generalizable results and make comparisons among districts with different characteristics, a study could be conducted in all districts of Ankara including villages and rural areas that are hard to reach.

CHAPTER 4

RESULTS

The purpose of this study is to investigate citizenship issues in EFL middle school formal curriculum and EFL middle school course books along with the awareness of teachers on these issues in their classroom practices. In this section of the study, the results that are drawn from the content analyses of course books and questionnaire administered to EFL teachers are presented under relevant themes and headings. In the end of the section, a brief summary of the results is given.

4.1 Content Analysis Findings

Content analysis of four EFL course books which are Grade 5, 6, 7 and 8 was conducted deductively based on the themes emerging from the literature review and inductively based on the analysis itself. Deductive content analysis is based on existing themes in the literature, and inductive content analysis contain emerging themes. Themes emerged from the analysis are presented respectively: Nationalism, local culture, internationalism, sustainability, disability and democracy.

4.1.1 Nationalism and local cultural elements in EFL course books

A closer look into aforementioned course books provided deeper insights regarding national issues. It is clearly explored that issues concerning Turkish nation and Turkish culture are placed into course books mainly in the form of pictures and in various activities as presented in the following section below:

Figure 4.1 Course book 1 p. 35

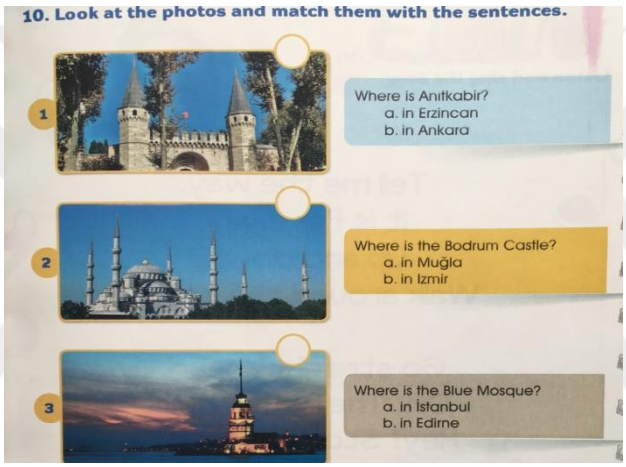


Figure 4.2 Course book 1, p. 35

As it is illustrated in the figure, there are important cultural, national and historical representations that belong to Turkish culture, such as Anıtkabir, Bodrum Castle, Blue Mosque, Topkapı Palace and Maiden's Tower. These places were used in a language activity to practice places and locations. Looking at the activity and illustration itself, it can be said that local culture is clearly embedded into language materials. They are included in a language practice activity to promote local culture through language learning. It is also clear that language and culture cannot be considered separately because language is a part of culture, and culture shapes language in terms of its social characteristics. For this reason, language has long been seen as a useful tool to promote a certain culture.

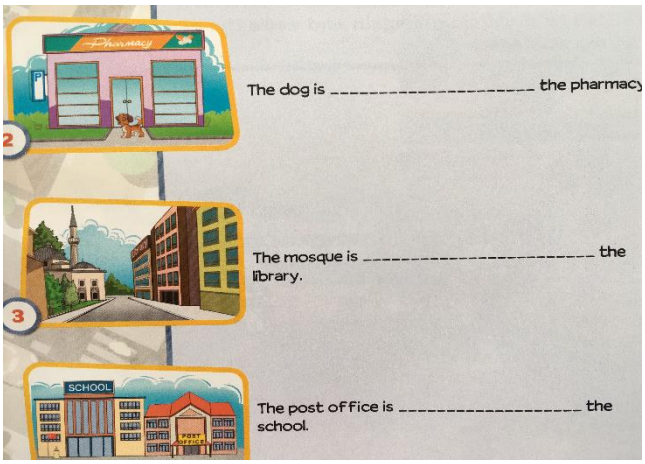


Figure 4.3 Course book 1 p. 29

It can be seen that mosque word and a picture of it is inserted into the figure which is a part of a fill-in the gaps activity. Mosque is a concept that belongs to Islamic culture and Muslim countries. Since Turkey is an Islamic country, mosque is a very well- known concept and religious symbol. In this case, religious and cultural elements are made a part of language education. Religion is a very sensitive issue when it comes to inserting it in language based or social sciences discussions since there may be religious varieties among individuals. In the relevant figure, only Islam is inserted as a religion; however, those who are not engaged in Islamic practices are neglected in a way.

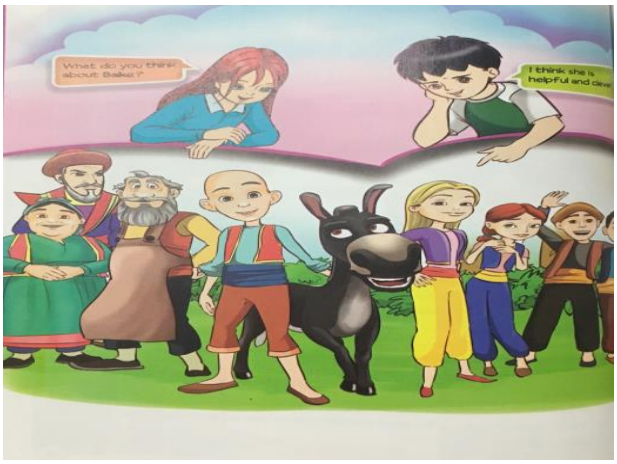


Figure 4.4 Course Book 1 p.100

Stories, fairy tales and jokes are also significant units of culture that represent values, relationships and sense of humor in a particular community. In this case, it is clearly seen that characters like ‘Balkız’ and ‘Keloğlan’ are inserted

into a language practice activity. Literature and myths are important tools to be used in language teaching and learning. Therefore, they are frequently addressed in language materials, but it is significant to consider whether to engage students in their native language literature or target language literature or not.

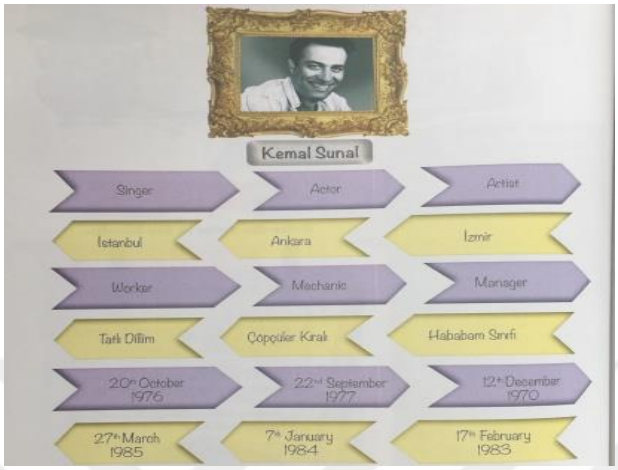


Figure 4.5 Course Book 2 p. 108

Films and celebrities like actors play an important role in one nation's culture. They represent the values and attitudes of a culture in their work or movies that they act. In this case, Kemal Sunal who is one of the most well-known and appreciated actors of Turkish movie history is presented in an activity which mainly aims to practice listening and birthdate of people. It is essential to stop for a moment and think about the fact that there might be a reason for this particular choice. It should be questioned why a Turkish actor is preferred instead of someone representing the target language's culture. The answer may be related to the fact that language programs may aim to address local culture as well as foreign cultures so that national and local values are not undermined or neglected.

In the photograph taken from 7th grade EFL course book, it can be seen that life of Barbarossa Hayreddin is chosen as a topic to practice writing skills. The pictures and the prompts to be used in writing activity all relate to the life of a historical figure. Since history is an inseparable part of a nation and its culture, national and cultural aspects are embedded into this activity. In the first place, this activity might seem as a tool to practice writing; however, the topics and themes chosen for writing is of importance because students are directly exposed to these

themes and issues. In this case, aim of the curriculum needs attention because these materials all serve as reflections of the curriculum into classrooms.

Figure 4.6 Course Book 3 p. 44

Therefore, implied messages are transferred into materials. In this part of the material, the message is related to one's own nation, history, culture and recognition of significant values and figures. One more time, language is chosen as a medium to apply these messages and values into practice through materials.

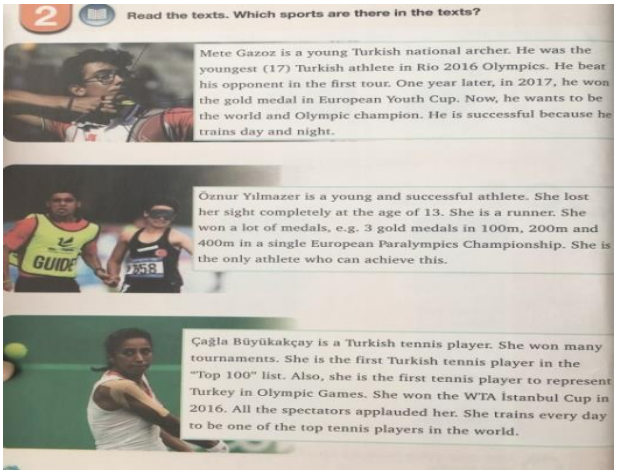
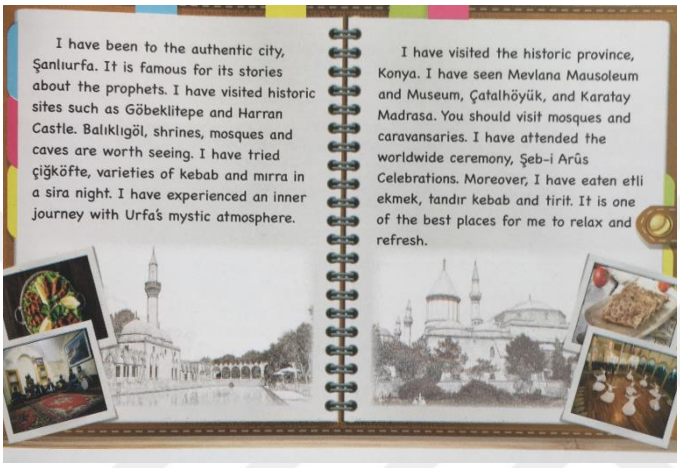


Figure 4.7 Course Book 3 p. 30

In this part of the book, photographs and short life stories of national sportspeople who are Mete Gazoz, Öznur Yılmazer, Çağla Büyükakçay and Yasemin Adalar are inserted into a reading comprehension activity. In the beginning the activity may seem as if it is just a reading practice; however, it aims

more than that from a more critical perspective. To illustrate, people who are chosen for the reading passage are all Turkish national sportspeople who have important achievements in Turkish national sports history. They are significant representatives of Turkish sports areas. From a critical understanding, the choice of these people may not be a coincidence because among all successful sportspeople around the world, especially Turkish sportspeople are preferred for the content of the activity.


I have been to the authentic city, Şanlıurfa. It is famous for its stories about the prophets. I have visited historic sites such as Göbeklitepe and Harran Castle. Balıklıgöl, shrines, mosques and caves are worth seeing. I have tried çiğköfte, varieties of kebab and mırra in a sıra night. I have experienced an inner journey with Urfa's mystic atmosphere.

I have visited the historic province, Konya. I have seen Mevlana Mausoleum and Museum, Çatalhöyük, and Karatay Madrasa. You should visit mosques and caravansaries. I have attended the worldwide ceremony, Şeb-i Arûs Celebrations. Moreover, I have eaten etli ekmek, tandır kebab and tirit. It is one of the best places for me to relax and refresh.

Figure 4.8 Course book 4, p. 85

In this activity of the book, there are two reading texts covering information about Şanlıurfa and Konya. The texts give information about what to do, where to go and where to eat in these cities. Students read the texts and answer comprehension questions after reading the short texts. In the beginning, the activity serves as a reading comprehension activity, but the choices of texts draws attention in terms of their content since they are all about local culture. As it is realized, language materials are preferred to provide information about the local culture and introduce its components to the students.

In conclusion, cities, celebrities, places, sportspeople and even historical events and figures can be components through which national and cultural concepts can be illustrated as presented above.

4.1.2. Internationalism in EFL course books

When course books are analyzed in terms of the international concepts, it is seen that names, flags and people of the countries are chosen as a way of integrating internationalism and increasing international awareness by this way.

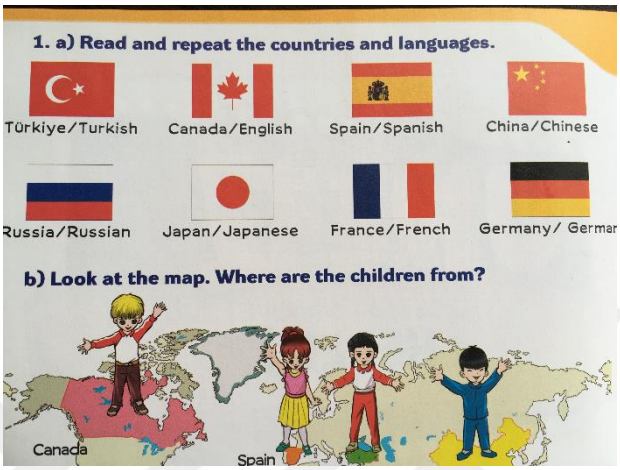


Figure 4.9 Course book 1, p. 10

As it can be seen in the Figure taken from Grade 5 English course book, there are different flags from all around the world. Illustration of these flags, countries and nationalities create the idea of an international environment and way of life embracing different nations and cultures. In this figure, students are introduced that there are other nations and countries as well as Turkey. They are reminded the fact that we share an international world, and we live together in this world, which can contribute to their understanding of the world and other nations. As it is seen, the main aim of the activity is to practice language, but the illustrations and components used in the activity refers to citizenship concepts in an integrated way.

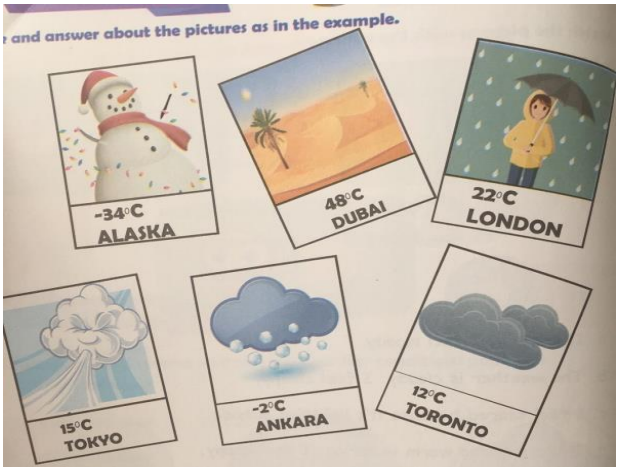


Figure 4.10 Course Book 2, p. 70

When we have a look at the picture, it can be seen that capital cities like Alaska, Dubai, London, Tokyo and Toronto and their weather conditions are given as examples in a language activity which mainly aims to teach how to talk about whether in English. From a much deeper understanding, there is an international content inserted into language materials. Gaining an international awareness is one the underlying purposes of this particular language practice activity. Through learning language students are exposed to existence of other nations and countries. They gain an international awareness which is one of the objectives of international citizenship education.

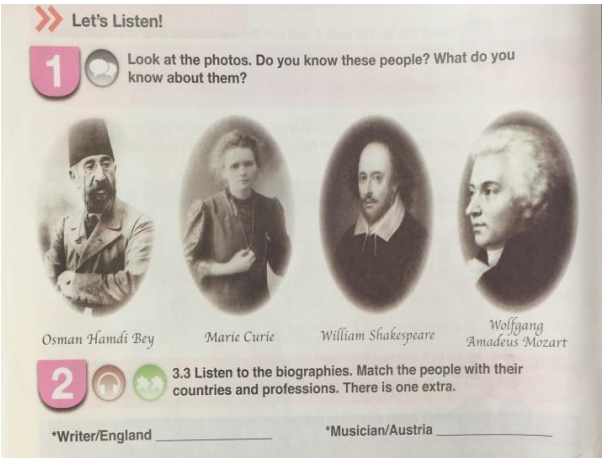


Figure 4.11 Course Book 3, p. 38, 40

In the figure presented above, important figures that are internationally recognized such as Marie Curie, William Shakespeare, Nicola Tesla and Mozart are introduced in biographies unit. The unit integrates reading and listening skills through biographies, and it introduces lives of these people to students. On the

surface level, the book involves language practice activities, but the themes inserted into these activities are worth considering. More clearly, internationally known scientists and artists are chosen in the activity so that students are encouraged to gain international awareness as a citizenship skill. International citizenship requires individuals to gain insights towards international issues, people and concepts that concern various nations.

In conclusion, scientists, artists, countries, flags and nations are used as components in order to embed international concepts into EFL course books. Major aim here is to familiarize students with international concepts while practicing language, which is one of the aims of the curriculum.

4.1.3 Multiculturalism in EFL course books

To begin with, books, films, eating habits, food and daily activities of people are important components of culture. Each culture has its own characteristics and preferences in terms of these issues. In this case, food, books and films belonging to other cultures along with Turkish examples are presented to students in EFL course books. This also shows that multicultural elements are presented together with local cultural elements by combining local and intercultural components as presented below:

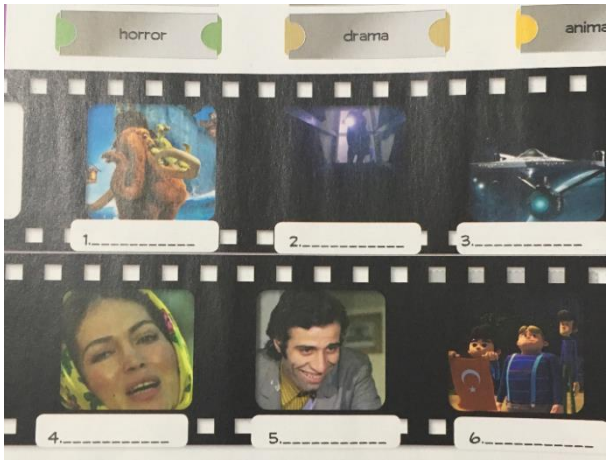


Figure 4.12 Course Book 1, p. 94

Films are important elements that are particular representations of cultures. They may reflect the way of living and interaction among individuals. Also, language is another part of movies; therefore, they are often made a part of language education. In this case, students are exposed to both local movies like

‘Hababam Sınıfı’ and movies from other cultures like ‘Life of Pi’ Movies belonging to Turkish culture are preferred as well as foreign cultures. By this way students, become familiar with other cultures through language learning. In other words, the main aim in this kind of activity is to practice likes and dislikes; however, embedded aim is to raise individuals who are aware of other cultures and nations.

Another component from course book 2, p. 35 is illustrated below:

Read the text and answer the questions according to the text.
Mr. Hunter: Good morning, everybody! Welcome to “Its Breakfast Time” on Chef’s Channel. Today, we are talking about the breakfast habits of different countries. We have some quests. Here we have a chef from the UK, Mr. Cook. Hi, Mr. Cook. What do the British people have for Breakfast?
Mr. Cook: Hi, Mr. Hunter. In Britain, we have eggs, sausages, mushrooms and baked beans for breakfast. We also like tea with milk at breakfast.
Mr. Hunter: Thank you, Mr. Cook. Now, it’s time to see what Spanish people have for breakfast. Mrs. Cocinero is giving information about the traditional Spanish breakfast.
Mrs. Cocinero: Spanish people have toast and fruit juice for breakfast. We have different kinds of toasts.
Mr. Hunter: Thank you, Mrs. Cocinero. Our other guest is Mrs. Kukku from Japan. Mrs. Kukku, what do you have for breakfast in Japan?
Mrs. Kukku: Japanese people have soup, rice and fish for breakfast. Japanese omelette is also very popular.
Mr. Hunter: Thank you, Mrs. Kukku. What about you Mr. Aşçı? Can you talk about breakfast habits of Turkish people?
Mr. Aşçı: We have olives, cheese, eggs, tomatoes, butter and honey in Turkey.
Mr. Cook: It sounds yummy! Thanks for joining our programme today!

Food and eating habits are important representations of a certain culture since every culture has its own eating habits and traditional food. Especially traditional breakfast types of countries have been often discussed and studied in different courses and areas because culture is an inseparable part of social sciences. In this particular case, language is used as a tool to make students familiar with world cultures. In the reading passage, British, Spanish, Japanese and Turkish breakfast are introduced and students are asked questions in the comprehension part about the information given in the reading passage. At first, the exercise may seem like a reading exercise, but its content aims to teach just

more than language structures. Through language practice, students are exposed to information that covers multicultural aspects. They both learn language content and cultures that are foreign to them. They become more aware of the other cultures all around the world. All in all, it is another significant consideration that multicultural citizenship is made a part of language education materials.

Figure 4.13 Course book 3, p. 27

In the figure presented above, it can be seen that internationally famous novels are introduced to the students when studying book genres. Literature is an important aspect of language to be used as a tool to promote international citizenship education. In this case, internationally famous books such as Harry Potter, Steve Jobs, The Little Prince and Sherlock Holmes are presented in the matching activity. Thanks to this activity and examples, students may contribute to their international citizenship knowledge and awareness. That is, they are involved in international citizenship education through EFL materials.

To conclude, as it is presented above, course books are designed in a way that they include elements from other cultures as well as Turkish culture. Students are exposed to other cultures including Turkish culture through the components in EFL course books. In this case, language materials are used as tools to promote intercultural awareness and intercultural citizenship education for raising global citizens.

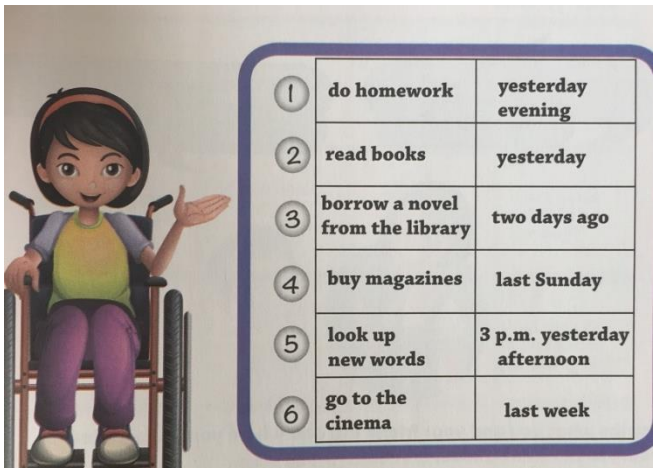
4.1.4 Disability in EFL course books

When course books were analyzed in terms of disability related components, it is seen that there are pictures and reading texts that refer to disability and disabled people. There is at least one component in each book, and examples from all books are presented below:

Figure 4.14 Course Book 1, p. 166

In the picture that is inserted into a matching activity, there is an illustration of a disabled boy. This representation is the only one in the whole course book which is interesting because disability is an issue that needs more emphasis and existence in education and materials in order to provide better understanding and respect towards disability. The picture shows that the boy is sitting on a wheel-chair, playing basketball and looking happy. The disability issue is one of the most significant issues that is addressed in text books. It is also essential to realize that the boy is smiling and doing sports like basketball. This can reveal a lot about the inclusion of disabled people in the society. They are reflected as participatory active citizens rather than being marginalized individuals.

In the figure presented below, there is a girl on a wheel-chair, and her schedule last week is listed and students are asked to talk about her schedule. This part of the material may seem as a grammar practice activity, but there is a hidden message along with its overt purpose. A disabled individual is preferred in the illustration instead of a non-disabled person. The reason for this choice may be related to the position of disabled individuals in the society.



1	do homework	yesterday evening
2	read books	yesterday
3	borrow a novel from the library	two days ago
4	buy magazines	last Sunday
5	look up new words	3 p.m. yesterday afternoon
6	go to the cinema	last week

Figure 4.15 Course Book 2, p. 147

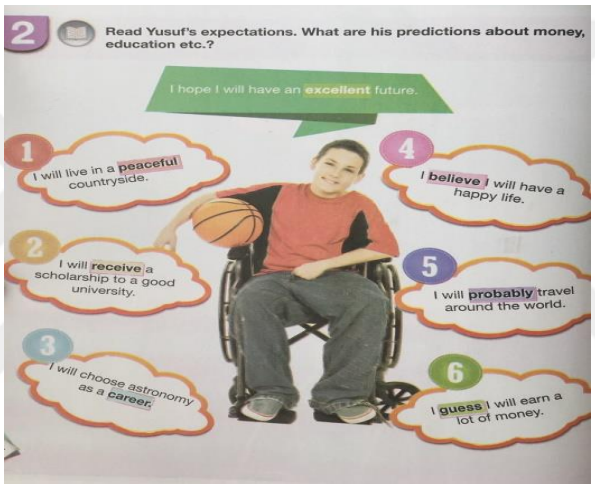


Figure 4.16 Course Book 3, p .84

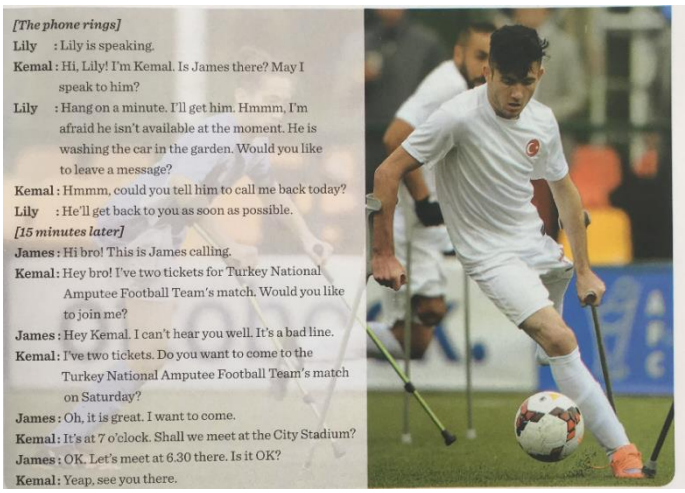
In unit 7 of the 7th grade course book, there is a photograph of a disabled boy who is on a wheel-chair. He looks happy and smiley, and he holds a basketball on his hand. The picture also includes sentences about future expectations of him. They are all positive and hopeful. The disabled boy is illustrated as a content individual who is able to take part in the society and willing to contribute to his academic and social background. In addition, it is another remarkable point that needs attention is that there are only two components about disability, and this illustration is one of the disability related pictures in the whole book. It seems like a minor detail although there are a great many individuals in society. When the inclusion of the picture is analyzed in detail, it can be said that this inclusion is a deliberate attempt which aims to emphasize and remind the existence of disabled

individuals in the society through EFL materials. It also tries to achieve its purpose by aiming to raise awareness on disability issues in the scope of language lessons.

In the excerpt taken from course book 3, p. 30 below, Öznur Yılmazer who is a disabled athlete is introduced. It is a part of a reading part in 7th grade:

> Öznur Yılmazer is a young and successful athlete. She lost her sight at the age of 13. She is a runner. She won a lot of medals, e.g. 3 gold medals in 100m, 200m and 400m in a single European Paralympics Championship. She is the only athlete who can achieve this.

As it is stated before, there are two disability related components in 7th grade EFL course book. One of them is a boy on a wheel-chair, and the other one is the picture of Öznur Yılmazer and a short story of her life and achievements. She is a blind person and an athlete who won a lot of medals. In this part of the book, disability is portrayed as a situation which does not prevent individuals from being successful sportspeople. It can be said that language learning materials and activities are able to reflect these idea clearly and easily, which is an important consideration when preparing course books. Furthermore, one of the aims of course books should be encouraging disabled people to become individuals who can contribute to their academic and social well-being through sports, education and socio-cultural activities, and this representation is a good example for this purpose.



[The phone rings]
Lily : Lily is speaking.
Kemal : Hi, Lily! I'm Kemal. Is James there? May I speak to him?
Lily : Hang on a minute. I'll get him. Hmmm, I'm afraid he isn't available at the moment. He is washing the car in the garden. Would you like to leave a message?
Kemal : Hmmm, could you tell him to call me back today?
Lily : He'll get back to you as soon as possible.
[15 minutes later]
James : Hi bro! This is James calling.
Kemal : Hey bro! I've two tickets for Turkey National Amputee Football Team's match. Would you like to join me?
James : Hey Kemal. I can't hear you well. It's a bad line.
Kemal : I've two tickets. Do you want to come to the Turkey National Amputee Football Team's match on Saturday?
James : Oh, it is great. I want to come.
Kemal : It's at 7 o'clock. Shall we meet at the City Stadium?
James : OK. Let's meet at 6.30 there. Is it OK?
Kemal : Yeap, see you there.

Figure 4.17 Course book 4, p. 49

In the figure presented above, there is a disabled footballer playing in Turkey National Amputee Football Team. The figure presents the success of a disabled person who can succeed in sports. The activity may aim to practice reading skills when we have a first glance at the book. However, it is clear that disability issue in society is integrated into an EFL material in order to bring awareness and make students to think about it for a moment. Since disability is an issue which tends to be neglected by the society, it is essential to remind the existence of disabled individuals in social life. Also, in the reading texts from course book 4, p. 112 below, two students who invented two objects in order to make disabled people's lives easier are mentioned:

> Şehri Sude Kahraman is a student in Niğde. She came second in the competition of "Geleceğin Mucitleri" Her project name is Bass Ton. She developed it for the sight-disabled people. She inserted a sound system into a walking stick. In this system, there are electronic chips on the road side walls of buildings. When sight-disabled person walks on the road, s/he raises the walking stick and it tells the names of buildings such as hospitals, banks, pharmacies, government offices etc. It really makes their life easier. Efe İnan lives in Antalya. He developed a portable wheel chair for paraplegic people. This wheel chair moves with mental capacity. It has a headdress and it gets signals from certain neurons. So, the signals drive the wheel chair back and forth. This machine has 6 motors and a battery. With this project, paraplegic people spend their lives without needing any help. In the future, Efe will develop his invention and this invention will be a great hope for thousands of paraplegic people.

In the passages presented above, there are two reading texts and child scientists who invented useful inventions for the disabled. Their success is a brilliant example of making disabled individuals' lives easier. They used science for helpful purposes, and showed how society can contribute to the disabled people's living conditions. The activity is a reading activity in which students read and completes sentences after reading the text. On the other hand, they learn information about how people can help disabled people. From that perspective, the activity makes incredible contribution to the state of disability in the society.

To sum up, it can be said that disability is one of the sensitive topics so far because the lives of disabled individuals are often neglected in the society. However, this can be eliminated through education and educating students who are

sensitive to disability issues. From this perspective, EFL course books analyzed tend to integrate disability as a component in EFL materials. Pictures, biographies and reading passages are designed in a way that disabled people are content individuals who are integrated to the society. The only concern may be related to the quantity of the components since the number of the components is very low when compared to other parts of the course books.

4.1.5 Sustainable citizenship education in EFL course books

To begin with, when course books were analyzed, it is seen that there is no sustainability component in the 5th grade course book. On the other hand, there are many sustainability components in 6th, 7th and 8th grade course books in the form of pictures, texts and activities as presented below:

Figure 4.18 Course Book 2, p. 164

Figure 4.19 Course book 2, p. 158

In the 6th grade English course book, Unit 9 is completely devoted to sustainability issues, and it is named as ‘Saving the Planet’. In the cover page of the unit (see Figure 4.18), children from various ethnicities and races are in a circle, and there is a recycling symbol in the center of the circle. The whole illustration tries to give a message regarding sustainability. It invites children to come together in order to save the planet by promoting a sustainable world. Also, the unit presents students what is good and what is bad for the environment through language practice. While practicing ‘should’ and ‘shouldn’t’ grammar structures, they are exposed to information on sustainability issues. In such as case, the main aim of the material may look like presenting and practicing grammar; however, underlying purpose is to encourage students for sustainability. Also, as it is stated in the prescribed EFL curriculum, sustainability as a requirement of global citizenship and citizenship education in general, it is included in the course books to educate citizens in terms of sustainability. Protecting the world, saving the world, stopping global warming and protecting the environment are the common themes included in these units.

Figure 4.20 Course book 3, p. 108

In the 7th grade EFL course book, a whole unit which is the 9th unit is devoted to environmental and sustainability issues. It mainly focuses on process writing and reading skills of EFL learners through environmental themes. On the other hand, the unit touches upon issues and concepts like deforestation, global warming and waste of energy around the world. That is, environmental concerns,

problems and solutions to these problems are reflected onto language learning practice. Although the course depends on teaching language components like reading, writing, vocabulary and grammar, it also aims to educate sustainable citizens who can sustain the world for the future generations while doing language focused activities. In other words, traces of citizenship related issues can be clearly seen in language education materials when special attention is paid. As it is stated in both aims and the objectives of curriculum, raising citizens who are sensitive towards sustainability issues is one of the major purposes of the integrated curriculum prepared by the Ministry. In that sense, course book 3 serves for that purpose by emphasizing sustainable citizenship concepts in the unit devoted to sustainability issues and the environment.

Figure 4.21 Course book 4, p. 121

In 8th grade EFL course book, all of the unit 10 covers environmental issues and sustainability. There are themes like global warming, natural forces, protecting the nature and drought. These concepts are integrated into the book as a part of sustainable citizenship issues. This shows that in addition to the linguistic purposes, EFL materials serve as beneficial tools to educate individuals for sustainable citizenship. By presenting sustainability knowledge and emphasizing sustainable awareness, individuals are encouraged to become sustainable citizens who aim to protect the world that we live in and continue its presence. This is also an indicator that education for global citizenship is reflected onto these materials as a requirement for EU and UNESCO framework.

In conclusion, it is clear that sustainability and education for sustainable citizenship have been one of the concern areas of EFL material developers. They inserted units of sustainability in course books and aim to make students aware of sustainable issues. The only question mark regarding sustainable components in course books is that there is no integration in 5th grade EFL course book. Actually, that grade level is appropriate for such topics, and it could have been included in the book.

4.1.6 Democracy in EFL Course Books

Democracy is one of the most popular concern areas of researchers when it comes to citizenship. In the present study, democracy has become an issue which is integrated only in 6th grade course book as presented below:

Figure 4.22 Course Book 2, p. 175

Figure 4.23 Course Book 2, p. 175

Democracy and human rights as a theme is inserted into only 6th grade EFL course book. In the last unit of the book, the whole unit is devoted to democracy, right to vote, elections, human rights and child rights. It seems that language education is again seen as a tool to qualify individuals with knowledge related to democracy and human rights issues. On the surface level, it looks like a unit whose purpose is to practice grammar, vocabulary and speaking; however, a deeper understanding of the unit shows that the themes selected in thematic units are not just coincidental. They reflect embedded purposes of curriculum defined by the Ministry of National Education. In the aims and objectives of the EFL curriculum, it also stated that students are expected to develop an understanding towards key features of democracy; however, it is seen that democracy is only a part of 6th grade EFL course book.

To sum up, international, national, multicultural concepts, disability, democracy and sustainability concepts are clearly inserted into the 4 course books analyzed. They are integrated in the forms of pictures, reading texts and activities. In line with the content of the course books, prescribed middle school EFL curriculum was also analyzed and results of the document analysis are provided in the next title of the study.

4.2 Content Analysis Results of Middle School EFL Formal Curriculum

In addition to the course books used in EFL classes in public middle schools, an analysis of the curriculum is made in order to discover citizenship issues mentioned in EFL formal curriculum. It was published by the Ministry of National Education and all the course materials are designed according to this curriculum frame. The curriculum consists of sections which are important components of a program which are the philosophy of the program, objectives, key competencies, testing and evaluation issues, suggested tasks and syllabi. A closer look at the curriculum provides some references to citizenship related issues which will be presented in the following parts.

4.2.1 Citizenship education in EFL curriculum

The EFL curriculum prepared by the MoNE has 9 main sections including objectives, philosophy and key competencies of the program. In the part where key

competencies framed by the European Commission are presented see (Appendix F), and it is stated that students are expected to gain these competencies through this program as stated below:

Social and civic responsibility
Cultural awareness and creativity

According to the middle school EFL formal curriculum prepared and published by MoNE, there are three major key competencies which are traditional skills, digital skills and horizontal skills which are defined by the European Commission. 'Social and civic responsibility' and 'cultural awareness and creativity' are two sub categories of key competencies of the curriculum which are closely concerned with citizenship education. It is stated that civic responsibility is one of the key skills that individuals need to acquire through EFL education, which means that EFL curriculum aims to bring up citizens who have civic knowledge and responsibility. This civic responsibility is a significant component of civic education which is overtly and covertly integrated into curricula.

Also, culture, which is closely related to citizenship and a component of citizenship education, has become of the issues that key competencies is concerned since citizenship cannot be considered apart from cultural aspects. When it comes to considering culture in the scope of EFL education and curriculum, there are two perspectives which are local and target culture. That is, culture can be viewed either from a local approach, or from an international approach. Local culture may be included through stories, biographies, celebrities or places of Turkish culture, which is one of the main aims of current curriculum. Moreover, target culture may be integrated into EFL curriculum by presenting people, events or places from English culture or even from other cultures from all over the world in order to create cultural diversity in EFL curriculum.

4.2.2 Patriotism

As it is stated in the program prescription key values section of the document (see Appendix G), students are expected to gain the following values including patriotism which is a concept closely related to citizenship. Also, what is

worth attention is that concepts and values like these are not studied separately, which is a strong connection to integrated curriculum.

> The key values that should be transferred to the learners in line with the learning outcomes are: friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism and altruism. However, these values should not be considered as a separate entity. They should be embedded into the themes and topics of the syllabi.

As it is stated above, there are key values that individuals are exposed to through EFL curriculum. It is curriculum makers' aim to help individuals to gain these skills and values, and patriotism which is remarkably concerned with citizenship is one of these key values. More interestingly, it is asserted that these values are not separately inserted, rather than that they are integrated into curriculum. The reason behind this decision might be related to the fact that language is a convenient tool to promote social and cultural competencies and values since it is a social entity and cannot be considered apart from values and social issues. Patriotism is a social and citizenship related issue which cannot be separated from national issues and present curriculum has the tendency to integrate national concepts and issues as much as it is possible in order to avoid alienation from local culture.

4.2.3 National and International Citizenship Education Dilemma

When it comes to the emphasis on national and international concepts, it is important to notice the fact that language is a very useful tool to highlight international and intercultural concepts in the process of raising global citizens and shape language and citizenship education from a global point of view. In that sense, when the present curricula was examined, it was seen that both national and international concepts and values are integrated into the program as indicated below:

> In doing so, it is expected that learners will become confident and proficient users of English, developing appreciation for their own unique culture while learning to understand and value a broad spectrum of international languages and cultures in accordance with CEFR's.

> In consideration of the CEFR's emphasis on developing intercultural competence and appreciation for cultural diversity (CoE, 2001), cultural issues are also addressed. Elements of both the target culture and international cultures are presented in a positive and non-threatening manner (Elyıldırım & Ashton-Hayes, 2006) in keeping with the themes of each unit, at the same time stressing the value of home culture in order to avoid the formation of negative attitudes.
>
> Note the importance of differences between home and target culture, and be pedagogically correct. For instance, do not create negative models for students, as is the case with the teaching of elements such as food items in many materials. Refrain from giving examples such as children looking at fruits and vegetables and saying "yuck!
>
> Values refer to the personal and societal beliefs and attitudes that are framed by specific universal and national dispositions.

Statements presented above are taken from special notes and issues section of middle school EFL formal curriculum. According to the statements of curriculum, current curriculum design is in line with CEFR principles and standards, and culture has become a part of EFL curriculum in line with these standards regulated by CEFR because culture is an inseparable aspect of language. Learning a language requires learning about a culture as well. However, it has become one of the concern areas of researchers and practitioners in terms of the degree we emphasize local culture and target culture. In the scope of EFL curriculum, it is possible to integrate local culture as well as the target culture, but the choice and balance between the two cultures is another issue to be considered by curriculum designers and researchers. When the existing curriculum is examined, it can be seen that there is a tendency to integrate both target culture and local culture because it aims students to appreciate their own cultures as well as recognizing international cultures and values. Also, it is clearly stated that EFL curriculum intends to avoid forming negative approaches towards one's own culture while discovering other cultures around the world. In addition to these, students are also encouraged not to generate negative ideas towards other cultures and cultural representatives, and practitioners are reminded of these considerations openly by the program designers.

4.2.4 International/ Global Citizenship

In the formal EFL curriculum published by the Ministry, it is stated in the objectives of the prescribed middle school EFL curriculum that:

> There is no question that the key to economic, political and social progress in today's society depends on the ability of Turkish citizens to communicate effectively on an international level, and competence in English is a key factor in this process.

According to this statement, English is seen as a tool to bring up citizens who can communicate on international grounds, which reflects international citizenship related aims of language education. The reason why these international communication skills are seen significant is that they are needed to achieve 'economic', 'political' and 'social' progress in modern world. From this perspective, it can be asserted that language education is viewed as a tool to achieve economic, social and political purposes. That is, language education does not only serve for linguistic aims, but it also contributes to establishing an international world whose members are capable of becoming international citizens. In a way, language education and materials are constructed in order to achieve deeper purposes.

> Students will be able to understand simple texts about festivals around the world.
> Students will be able to understand visually supported short texts about festivals around the world.

These statements are situated in some of the learning outcomes of the EFL formal curriculum. When they are examined, it is clear that students who are involved in the relevant materials are expected to gain an international awareness through festivals. In the beginning, main aims are seen as related to reading comprehension skills, but the themes inserted into these outcomes make it evident that international knowledge and international awareness on other cultures are key skills that individuals are trained for.

4.2.5 Sustainable Citizenship

Sustainability was one of the concepts that was integrated in the content of course books except course book 1. It is one of the most important issues of global citizenship education since global citizenship education puts great emphasis on protecting and sustaining the world we live in. In line with this course book design, EFL curricula included sustainability in its objectives as indicated below:

> Students will be able to recognize appropriate attitudes to save energy and to protect the environment.
> Students will be able to understand suggestions related to the protection of the environment in simple oral texts.
> Students will be able to understand the texts about the protection of the environment.
> Students will be able to express predictions concerning future of the Earth.
> Students choose two wild animals and prepare a poster describing them. Then, students make suggestions to protect wild animals.
> Students prepare a poster showing the ways of protecting our environment.

Learning outcomes presented above state that environmental education for sustainability is a part of EFL materials. Along with linguistic knowledge, students are also involved in environmental knowledge, awareness and sustainability issues. Materials designed in the with this curriculum frame are expected to contain sustainability related components which help practitioners to achieve these learning outcomes. In that sense, it is again very clear that EFL materials are used as useful tools to promote sustainable citizenship through language education. Usually, sustainability issues are studied in the scope of courses like social sciences and geography. However, it is also aimed by curriculum makers and material designers to embed education for sustainable citizenship into other courses like English since language is a social and global concept that is in the interest area of the modern world. Also, according to the standards of UNECO and EU, it is also a tool to encourage all individuals to protect and sustain the world that we live in.

4.2.6 Democracy education in EFL curriculum

According to the content analysis results of the course books, it was seen that democracy is only integrated into course book 2. Therefore, it attracted attention in terms of the amount of emphasis on democracy. As it seen below, the curriculum expects students to gain these skills through EFL classes:

> Students will be able to recognize some key features related to the concept of democracy.
> Students will be able to talk about the concept of democracy.
> Students will be able to recognize familiar words and simple phrases related to the concept of democracy.

These statements are included in the EFL formal curriculum as learning outcomes that students are expected to perform through language education. It is evident that democracy is one of the topics and issues which are employed in the scope of middle school EFL curriculum and materials. From a critical standpoint, it can be asserted that democracy education is one of the underlying aims of EFL curriculum. That is, students are expected to become familiar with democracy knowledge and issues. Clearly, there are citizenship courses in which democracy issues and concepts are studied; however, it can be said that language is also seen as one of the areas that democracy has become a topic to be emphasized.

In conclusion, national, international concepts, sustainability concepts and democracy concepts are clearly mentioned in the prescribed EFL middle school curriculum. They are integrated into the sections like key competencies, philosophy, aims and objectives of the curriculum.

4.3 Results of the ICE Instrument

First, the data collected from 85 participants were transferred into SPSS 23 METU version. After completing the analysis of demographics and reporting them, open ended items were analyzed based on the content analysis descriptively, and results of the open ended items are presented in this part of the study. First, teachers' views on integrating citizenship education into EFL and their views on taking responsibility are given. Then, results on teacher practices, teacher and student questions, and materials they use and evaluation they conduct are presented.

4.3.1 Descriptive findings

Table 4.1

Teachers' views on citizenship integration

View	*f*
Positive	75
Negative	9

In section 2 question 1, teachers were asked about their opinion integrating citizenship into their EFL classes, and 84 EFL teachers responded to the question. 75 of the teachers were in favor of integrating citizenship issues into middle school

EFL classrooms and curriculum by stating that citizenship is an important issue in language teaching in terms of teaching culture and characteristics of a language. Some teachers stated that they think citizenship should be included with respect to students' development levels since middle school level students are young students, which means that they support the integration of citizenship, but they have some concerns regarding the age of the students. One teacher also suggested that these issues should be integrated in cooperation with social sciences teachers since citizenship is one of the topics of social sciences. On the other hand, 9 teachers stated that it is not necessary to include citizenship concepts in EFL classrooms.

Teacher opinions on being responsible for integrating citizenship

In section 2 question 2, teachers were asked if EFL should be held responsible for teaching citizenship concepts in EFL classes, and 85 participants responded:

Table 4.2

Teacher opinions on being responsible for integrating citizenship

View	*f*
Yes	40
Not sure	22
No	23

40 of the participants responded 'yes' to the item, and 22 of the teachers responded as 'not sure', and 23 of them responded as 'no' to the question, so 47.1% of the sample thinks that EFL teachers should be responsible for integrating citizenship into EFL classes, 25.9% of the teachers were not sure if EFL teachers should be responsible for citizenship integration in EFL curriculum, and 27.1% of the teachers don't think that it is a good idea to hold teachers responsible for integrating citizenship into EFL classrooms.

In the next question which is question 3, teachers were asked about their justification for their answer to the question 2. Teachers were questioned and encouraged to think about why they said yes, not sure or no. According to the

results of the question, teachers who responded ‘yes’ to the question touched upon several themes in their justifications. They stated in brief that:

> Students should be trained for globalism and global changes in the world.
> Especially introducing students with the socio cultural changes and socio economic issues as a part of EFL classrooms. They also indicated that students should have civic responsibility, civic commitment and increased awareness in terms of citizenship through language learning in which they recognize the importance of becoming citizens holding civic responsibility and cultural awareness following Atatürk’s principles, being students who respect human rights, democracy and values of the nation including issues such as patriotism, democracy and environment.

It seems that half of the sample is willing to integrate citizenship concepts into their instructional practices. They would like to consider globalism, cultural awareness, citizenship, and democracy, values of a nation, rights and environment. On the other hand, teachers who answered ‘not sure’ and ‘no’ to the question 2 justified their answers by stating that:

> Teaching citizenship issues is the duty of social sciences or Turkish teachers
> EFL teachers are only responsible for teaching the language, not other topics.
> It should not be compulsory, and it should be optional
> Students’ age and grade level is not appropriate to integrate such a topic in classes

Teachers who are not sure and willing to integrate citizenship concepts into their instructional practices are concerned about their job description because they think that they are only responsible for teaching linguistic features of language, and they attribute to the responsibility to teach citizenship to social sciences and Turkish teachers. Also, they are worried about the age levels of students when it comes to citizenship concepts. Some teachers think that age and grade level of students is not appropriate to integrate such topics.

Integration of citizenship concepts into classes

In the next question of section 2, teachers were asked if there are other issues they include in their lessons. 11 teachers stated that there are no other concepts that they would like to add. While the rest responded to the question stated lots of concepts and topics related to the issue as presented below:

Table 4.3

Citizenship concepts that teachers integrate into their classes

Codes	*f*
Sustainability	26
Nationalism	12
Culture	9
Rights	8
Democracy	6
Globalism	4
Being helpful	4
Communication	3

They also emphasized the importance of sustainable issues like sustainable awareness, protecting animals, global warming, climate change, environmental awareness, being eco-friendly, natural disasters. They also stated that social relationships, ethics, respect, not being prejudiced, being helpful, humanity, sympathy, values, communication, human behavior, friendship, social rules, generation gap, bullying and freedom issues are important. They added that we should mention right to elect and to be elected, child rights, empathy, patriotism, racism, justice, equality and human rights. According to the participants other cultures, international issues, globalism, nationalities, festivals and multiculturalism should be considered in EFL classrooms. Additionally, traditions, national holidays, local culture, life of Atatürk and love of Atatürk, art, sports, technology, entrepreneurship, self-esteem, history, science and social sciences are essential to be included.

In the next question, teachers were asked to rate the frequency of citizenship concepts integration in their EFL classrooms from 1 to 6, and mean scores of the frequencies are presented below in table:

Table 4.4

Descriptive statistics for citizenship concepts in EFL classrooms

	Never 1	Rarely 2	Seldom 3	Sometimes 4	Usually 5	Always 6			
Items	*f (%)*	*f (%)*	*f (%)*	*f (%)*	*f (%)*	*f (%)*	*M*	*SD*	*N*
Globalism	7 (8.1)	10 (11.6)	28 (32.6)	20 (23.3)	9 (10.5)	8 (9.3)	3.46	1.35	82
Interculturalism	5 (5.8)	7 (8.1)	21 (24.4)	18 (20.9)	16 (18.6)	16 (18.6)	3.97	1.45	83
Internationalism	5 (5.8)	9 (10.5)	19 (22.1)	22 (25.6)	13 (15.1)	14 (16.3)	3.86	1.43	82
Sustainability	11 (12.8)	7 (8.1)	19 (22.1)	22 (25.6)	17 (19.8)	8 (9.3)	3.60	1.48	84
Patriotism	6 (7)	21 (24.4)	23 (26.7)	12 (14)	13 (15.1)	7 (8.1)	3.31	1.42	82
Democracy	1 (1.2)	8 (9.3)	9 (10.5)	18 (20.9)	16 (18.6)	32 (37.2)	4.61	1.39	84
Nationalism	5 (5.8)	11 (12.8)	17 (19.8)	20 (23.3)	16 (18.6)	15 (17.4)	3.90	1.47	84
Human Rights	1 (1.2)	4 (4.7)	12 (14)	17 (19.8)	23 (26.7)	26 (30.2)	4.62	1.26	83
Citizenship	4 (4.7)	9 (10.5)	18 (20.9)	20 (23.3)	17 (19.8)	12 (14)	3.91	1.39	80
Local Culture	3 (3.5)	10 (11.6)	17 (19.8)	17 (19.8)	21 (24.4)	14 (16.3)	4.03	1.40	82
Politics	60 (69.8)	13 (15.1)	6 (7)	2 (2.3)	1 (1.2)	0 (0)	1.42	.83	82

In this part of the study, teachers' integration of citizenship concepts into EFL classroom practices were identified. According to the findings of the study, democracy (37.2% A) and human rights (30.2% A) were the issues integrated most, and citizenship (14% A, 19.8% U) was also integrated a lot. In addition to them, local culture is one of the most integrated issues (16.3% A, 24.4% U). On the other hand, politics is the least integrated issue (69.8% N). Results of the open-ended questionnaire shows that teachers care more about integrating concepts like democracy, human rights, local culture and citizenship. However, they do not put much emphasis on a concept like politics in their instructional practices. This shows us that when it comes to citizenship concepts teachers mostly think about rights, democracy and nationalistic concepts like local culture. In that sense, it can be asserted that teachers view citizenship from a conservative standpoint. However, citizenship is more than civic acts. Rather, it is closely tied to culture, environment, values and rights. On the other hand, it is seen that politics receive very little attention from teachers in EFL classrooms because they feel uncomfortable about mentioning political issues in classrooms according to

teacher reports. They think that parents react in negative ways when politics are discussed in classrooms as it is stated in one of the open-ended questions, and one of the teachers stated that:

> Whenever teachers talk about subjects related to politics in any way, the next day there is an upset parent at the school. Parents want to be the ones to teach their children (citizenship issues)
> Teaching the language in context is very important and citizenship issues can provide a good source about this.

In section 3 question 1, teachers were asked which citizenship concepts are important to be included in EFL classes, and 78 teachers responded to this open-ended item and codes emerged from the analysis are stated in the table below:

Table 4.5

Concepts seen as important by the EFL teachers

Codes	*f*
Multiculturalism	20
Globalism	17
Democracy	14
Human rights	14
Patriotism	7
Sustainability	6
Civic responsibility	5
Local culture	4

When teachers are asked about citizenship concepts, they mostly think about citizenship activities like voting, democracy (*f*=14) and human rights (*f*=14). This shows the tendency of teachers to consider citizenship from a conventional point of view. To illustrate, one of the teachers stated that:

> I think democracy and human rights are important because I think these two concepts are more important than the other concepts. They also said that:
> Global issues are important because English is the common language of the world. Where necessary, is ideal to touch upon this issue and remind learners the significance of learning English.

Also, they care about teaching other cultures (*f*=20) and globalism (*f*=17) in EFL classrooms since they view language learning and culture as an integrated process according to their statements:

> Multiculturalism is essential because language and culture cannot be separated and multiculturalism provides empathy for people.

In section 3 question 2, teachers were asked how they integrate citizenship concepts in their classes, and 75 participants stated that they integrate citizenship concepts in their lessons as presented below, but 10 participants mentioned that they did not include them in their classrooms.

Table 4.6

The ways of integrating citizenship into EFL classes

Codes	*f*
Using the book	25
Through reading activities	9
Through vocabulary	5
Questions	4
Discussions	3

Findings obtained from question 2 asking about the way they integrate citizenship into their classroom practices show that teachers mostly refer to the book in their teaching practices (*f*=25). They see the book as the main course agent to be used in all areas of teaching. They stick to the borders of the course books provided by the Ministry.

> We usually take the book into the consideration, and we teach citizenship as much as it is included in the books
> I teach citizenship in the way it takes place in the curriculum. Honestly, I have never talked about this topic in detail. They also mentioned that:
> I talk about the fundamentals of citizenship during the classes

In the following item (question 3), teachers were asked what questions they ask their students regarding citizenship concepts in their classrooms. According to the findings, 19 participants do not ask questions on citizenship concepts.

Table 4.7

Concepts in the questions teachers ask

Codes	*f*
Civic acts	15
Democracy	8
Internationalism	7
Sustainability	7
Local culture	6
Nationalism	6
Multiculturalism	5
Human rights	4

Some teachers mentioned talking about civic acts (*f* = 15) mainly, and also others indicated democracy (*f*=8), internationalism (*f*=7) and sustainability (*f*=7), while only 4 teachers mentioned human rights as a topic to be considered during their teaching. Once again, teachers refer to civic acts when they are asked about citizenship concepts. They include civic acts like voting, elections and protection of rights in their citizenship discussions. In that perspective, most teachers view citizenship from a conventional point of view, and a great number of participants do not even talk about these concepts at all.

In the next question (question 4), teachers were asked about the questions coming from the students' point of view, 35 EFL teachers stated that students do not ask questions regarding citizenship issues at all. They indicated that:

> We, as a society, are getting farther from questioning, so do students.
> Unfortunately, students do not ask questions. However, they stated that:
> They usually ask whether some specific rules are important or not and why to receive teachers' perspectives.

As presented above, students do not ask enough questions about citizenship concepts, and teachers have negative feeling about this based on their reports. This situation is worth attention since citizenship issues are involved in the curricula and the course books, but a lot of students are not interested in these concepts. 50 teachers provided some example questions raised by the students and emerging codes are illustrated in the table below:

Table 4.8

Concepts in student questions

Codes	*f*
Citizenship	11
Multiculturalism	7
Rights	6
Democracy	5
Nationalism	5
Sustainability	4
Globalism	1
Politics	1

When results of the question 4 are examined, it is seen that students are more interested in the issues like multiculturalism (*f*=7), rights (*f*=6) and citizenship (*f*=11) than other concepts like sustainability, politics and globalism. In that sense, emphasis on these neglected concepts needs attention. However, they show almost no interest in politics (*f*=1) and globalism (*f*=1).

In section 3 question 5, teachers were asked how they evaluate the outcomes of citizenship integration in EFL classrooms. 38 participants did not evaluate student learning in terms of citizenship concepts in EFL. The teachers evaluating students' citizenship concepts related outcomes stated that:

Table 4.9

Evaluation of citizenship concepts

Codes	*f*
Multiple choice	16
Fill in the blanks	10
Matching	10
Q & A	9
True false	8
Oral	7

It is seen that almost half of the teachers do not evaluate any of the learning outcomes regarding citizenship concepts in EFL courses. The ones who include these concepts in the evaluation process prefer question types like multiple choice

(f=16), fill in the blanks (*f*=10) and matching (*f*=10) in which there is no room for expressing ideas openly since these question types are close ended in their nature. It can be said that as teachers are mostly loyal to the book in their teaching practices, and similarly they also focus on the requirements of curricula in their evaluation processes. If it is in the book, they refer to the concept. If not, they do not pay extra attention to these concepts. Also, about the evaluation of the citizenship components, they stated that:

> We sometimes evaluate orally in classrooms, but if it is not in the curriculum, I don't ask in the exam. On the other hand, they said that:
> If it is in the curriculum, we ask questions in the exam, and we include matching, asking and answering questions

In question 6, teachers were asked about the activities they prepare in the scope of citizenship integration into EFL classrooms. They were questioned in order to find out the kinds of activities they prefer in teaching citizenship components in EFL classrooms. Findings drawn from the question are presented below:

Table 4.10

Activities for citizenship integration

Codes	*f*
Role play	14
Visuals	11
Discussion	8
Reading	6
Presentation	6
Videos	5
Songs	2

In their classroom practices, teachers mostly depend on role plays (*f*=14), visuals (*f*=11), presentations (*f*=6) and discussions (*f*=8) more than other kinds of activities.

> In topics like being helpful, voting etc., we do role playing activities. We act out elections in the classroom using a voting box.

This shows that visual and kinesthetic activities are preferred in citizenship integration. This may be because of the grade level of the students.

In question 7, teachers were asked about the materials they prepare or use in integration of citizenship components into EFL classrooms.

Table 4.11

Materials used in citizenship integration into EFL classes

Codes	*f*
Video	30
Course book	25
Reading text	15
Worksheet	9
Poster	2
Realia	1

As it is seen in Table, teachers heavily depend on course books (*f*=25), videos (*f*=30) and reading texts (*f*=15) when they refer to citizenship concepts in their instructional practices. They benefit from online resources of the book, EBA and videos online.

> I don't prepare extra exercises. I do exercises from the course book or eba in the scope of the curriculum. Also, they mentioned that:
> We watch videos on the smart boards and exploit the course book.

Results of the question show that teachers are very dependent on the course books in citizenship integration. They even prefer using the videos of course books' online tools. In that sense, concepts included in the course books is very important since they shape the instructional practices of EFL teachers.

4.4 Summary of the Findings

In the present study, the main aim is to discover citizenship education components in EFL middle school course books, prescribed official EFL curriculum and teacher practices. In the scope of this interest, 4 course books and curriculum went through a content analysis, and data from ICE open-ended

questionnaire were analyzed. Summary of the results drawn from these data are presented as following:

- National components exist in 4 course books in the form of pictures, and EFL curriculum explicitly refers to the national issues in its curriculum statements. Also, teachers include national components in their classroom practices.
- International components are included in all course books and teachers consider global, international and intercultural issues as important and put emphasis on them in their classes.
- Disability is included in all course books in the form of pictures of disabled individuals and reading texts. These illustrations are presented from a positive and inclusive perspective. However, EFL curriculum and teachers do not refer to the issue of disability.
- Sustainability is included in 3 course books except for the 5th grade, and EFL curriculum mentions sustainability in its learning outcomes. Teachers view sustainability as very important and include it in their practices.
- Democracy is only integrated into course book 2; however, EFL curriculum and teachers care about it a lot. Teachers refer to democracy and human rights very often.
- Based on the results of the ICE questionnaire, most of the teachers think citizenship education in EFL is important, but only half of them are willing to take responsibility to integrate citizenship into their practices.
- Teachers mostly ask questions about democratic and civic acts.
- EFL teachers mostly use the book in their classroom practices and stick to the curriculum in evaluation.
- They use videos, reading texts and course books for citizenship integration.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND IMPLICATIONS

The present study aimed to discover the citizenship components in EFL course books and curriculum and teachers' awareness on the integration of these components in their practices. In this chapter of the study, results of the study are discussed in the light of previous research through a critical approach. In addition to the critique of the results, implications for practice and implications for further research are presented in the chapter.

5.1 Discussion and Conclusions

In the study, the first research question was 'How are the citizenship components integrated into the middle school EFL curriculum?' Results of the content analysis of the course books and prescribed EFL curriculum showed that these components are inserted into EFL materials in an integrated way. They are covertly inserted into the course books through pictures, reading texts and activities. Also, in the learning outcomes and introduction of the curriculum, these components are also placed in various statements. On the other hand, second question in the study was 'What are the EFL teachers' level of awareness of including citizenship education in their middle school classroom teaching/ practices?'

Notion of integrated curriculum: Integrated curriculum aims to integrate values, skills and themes into across courses and subject areas in its nature, and in the present study, it is clear that EFL middle school curriculum has an integrated approach towards citizenship education. Instead of including citizenship as a separate course in the programs, it tries to embed it in other courses and it is found that English in middle school grade level is one of them based on the findings of

the study. It is seen that the traces of an interdisciplinary and thematic tendency can be found in the current EFL curricula when the course books and prescribed EFL curriculum are analyzed, which is in line with the idea that EFL middle school curriculum is an integrated curriculum (Keser, Akar & Yıldırım, 2011).On the other hand, it is seen that citizenship education components are placed into the course books in the form of pictures, texts and activities. This situation is also in line with the definitions and frames proposed in the literature because integrated curriculum aims to blend different subject areas and disciplines from a cross curricular and holistic approach (Kysilka, 1998; Shoemaker, 1991). On the other hand, the integrated approach towards citizenship education brings up the discussion on practical issues since integrated components require special attention and focus on them in instructional practices. Since teachers are the direct agents of implementation, they are directly involved in integrated curriculum practices. In this perspective, teachers may have several concerns or face different problems. For appropriate implementation of integrated curricula, teachers need guidance, time, planning and cooperation (Malik & Malik, 2011).

When we have a look at earlier curricula which was revised in March 2017, it reflects an integrated curriculum (MoNE, 2017). However, based on the analysis of the curriculum, it is integrated that social or civic responsibility was slightly addressed in the previous program through obligations and protecting the environment, and cultural awareness integration was moderate (Ağçam, 2019). In this case, it can be said that the present curricula is slightly improved because social and civic responsibility is superficially included in the course books. Integration of human rights, becoming a citizen in the world, democracy and global citizenship is not more than the past based on the findings of the current study. For that reason, major changes are needed in the improvement of current EFL curricula. In addition, it is clear that there is effort to increase cultural awareness through EFL education, and local and target culture are integrated into EFL course books. However, the level and the amount of integration is another issue to be considered. Also, teachers' awareness on integration of citizenship education is open to discussion because they do not adopt an integrated approach

consciously in their EFL classroom practices. They do not question citizenship issues unless they are asked openly based on the findings of the study.

Integration of citizenship components: Results of the open ended questionnaire highlighted that most of the teachers are in favor of including citizenship components; however, half of the teachers were not sure or willing to admit that including these is the responsibility of EFL teachers while the rest recognized including citizenship as one of the responsibilities of EFL teachers. There might be several reasons behind this response, and these may be related to training, guidance and planning issues, which is in line with the study of (Suryadi, Ekayanti & Amalia, 2018) because in his study teachers were positive about integration, but there was a lack of guidance in educational practices.

Integration of international concepts: More specifically, international or global concepts were inserted both in the course books and the curriculum, and it is one of the concepts that teachers think it is important to be included into EFL classes. They tend to integrate global and international concepts in their classroom practices mostly using the book, and they ask questions about it. In that sense, the results are in line with the results of the study conducted in order to see the place of global citizenship in classrooms and teachers' attitudes (Rapport, 2013). Even though the participants and courses were different, teachers provided evidence matching with the concept of global citizenship in both cases without mentioning the name of the concept because it exists in practices in an integrated way. Also, it is important to remember that EFL classroom is seen as one of the most useful tools to promote global citizenship (Calle Diaz, 2017), but it is an undeniable fact that protecting the local self and not marginalizing any culture, race or value while gaining an international and global awareness is essential (Safari & Razmjoo, 2016). In that sense, current study presents that EFL curricula achieves its purposes in terms of raising global citizens who are both knowledgeable about global issues and concepts, and teachers try to contribute to the implementation of these issues. However, it is a noticeable result that students do not ask many questions on global issues, rather they are more interested in the cultures of others which are discussed in following stages. The reason for that may be about the way teachers or materials reflect global issues. In such a case, how teachers handle

global concepts needs to be reconsidered. Additionally, results of the study were consistent with the results of the study conducted in order to see the concept of global citizenship in social sciences courses in Turkey, and it was stated that social sciences course included concepts regarding global citizenship as it is in the EFL course books, and there is a need to increase dominance of global citizenship education (Karakuş, Türkkan & Öztürk, 2017). Since the world is moving towards to a more international, intercultural and global tradition in science, technology and education, Turkish education system needs to keep up with the needs of the globalized era. For that matter, globalization of curricula and integration of international and intercultural components in the scope of global citizenship education is a key approach, which is consistent with the research provided by (Reimers, 2006) because becoming global is one of the main purposes of educational institutions. In addition, this global shift is needed because education in the 21st century is gradually evolving around globalized understandings, and results of the study presents that the first steps of the shift towards global citizenship education is taken, but more emphasis is needed in practice. In that sense, results were consistent with the findings of (Bromley, Meyer & Ramirez, 2011) since they found out the emerging tendency to globalized curriculum.

Integration of national concepts: In the study, it was seen that national elements and components regarding Turkish culture are included in both course books and EFL curriculum such as figures like Nasreddin Hodja, Ahmet Hamdi Bey, Turkish flag and places like Konya and Şanlıurfa. In that sense, findings of the study shows a consistency with the study conducted to see place of Turkish culture in high school EFL course books prepared by Mone because it was found out that Turkish cultural and national elements are included in the course books (Ulum & Bada, 2016). Teachers also touched upon national issues and cultural concepts in their answers, and these concepts are usually intertwined with intercultural components because it is one of the aims of the curriculum to present national and international components together. In this perspective, the findings of the current study are consistent with the study conducted in the Korean curricula by (Moon & Koo, 2011) who found out that because it was found that national and international perspective is reflective because no matter how much there are

intercultural and international elements in the curriculum, national elements stay in the core of the program. In other words, while gaining an international or global perspective, students are still loyal to their own national values. In line with this, whenever there is an international or intercultural illustration, there is a national component in the course books according to the results of the study, which is consistent with the study of (Martin & Baildon, 2016) because he points out that nationalistic values should not be neglected in the process of international and global citizenship integration. Based on these, it can be asserted that Turkish EFL middle school curriculum embodies a nationalistic perspective while integrating international and intercultural components. In addition, it is clear that these components exist in the curricula; however, teachers do not provide enough emphasis on this integration. EFL teachers participated in the study do not ask enough questions to increase students' awareness and foster their critical thinking skills on local and other cultures. On the other hand, based on the reports of EFL teachers in the current study, some teachers tend to have a conventional view of citizenship in their practices based on their answers because they focus on democracy, elections and mostly civic acts in their practices regarding citizenship when it comes to touch upon citizenship issues in EFL classrooms. However, citizenship is much more than that from a more critical point of view. To illustrate, citizenship is closely related to knowing the world and communicating with it, protecting the world people live in and respecting all the citizens of the world regardless of the conditions, cultures and values they belong to.

That is, issues like disability, globalism, sustainability, culture, nations, races and rights are all concepts related to the concept of citizenship. Therefore, all these concepts are to be integrated in curricula and more specifically classroom practices.

Instructional practices of EFL teachers: Furthermore, teachers are mostly faithful to the course books in their classroom practices. Most of them prefer following the book as the main material in the classes, and this creates a situation in which teachers are able to make room for citizenship integration as much as the course book allows. They stick to the content of the books in both their instructional practices, in the questions they ask and in exams. Therefore, it can be

said that they do not attempt to show additional effort to integrate citizenship concepts into EFL classrooms. This is also another critical point since teachers are the agent who can determine diverse need of their students and design their instructional practices in order to meet these needs. Also, it is a fact that course books are prepared by the local organizations, which can minimize cultural and regional differences. However, still there might be a need for adjustments depending on the needs of the students in a particular school context. Therefore, teacher training sessions need to be designed accordingly. In-service training in terms of course book exploitation should be one of the concern areas of MoNE.

Integration of sustainability: When it comes to examining the results drawn from the analysis in terms of sustainable citizenship, it is seen that sustainability is a concept referred in the prescribed curriculum and course book 2, 3 and 4. The reason for that may be related to the abstract thinking level of the age group. In this case, activities that can be suitable for the development level of the students can be designed. However, still it is worth paying attention to the lack of sustainability concepts in course book 1. Teachers also tend to integrate sustainability concepts into their instructional practices as much as the course books allow them to do so. They care about protecting the environment and encourage their students in this way. In that sense, results of the study is consistent with the study of examining literature and drama courses content (Bradbery, 2014). Although the courses are different, they are similar in the sense of integration of sustainability concepts. It is also worth paying attention to the absence of sustainability issues in the 5th grade level; therefore, teachers need to put additional effort in order to integrate sustainable citizenship concepts into their instructional practices because 5th grade level is also a suitable level to include sustainability concepts in EFL classrooms. On the other hand, based on the findings drawn from the analysis of the course books, sustainability is viewed from a globalized and wider perspective because issues like global warming, saving the planet and recycling are included in the parts of the books concerning sustainability. In this case, results of the study is in line with the study of (Bromley, Meyer & Ramirez, 2011) because they asserted that integration of sustainability is gaining a more globalized trend in the 21st century of education.

When the results of the study are examined clearly in detail, it can be asserted that sustainability is included in EFL course books and curriculum as EFL curriculum embodies an integrated curriculum design. All in all, it can be said that results are consistent wth study which emphasizes the idea that EFL is seen as a way of integrating sustainability education (Nkwetisama, 2011).

Integration of democracy: Additionally, democracy is another concept that was integrated into EFL middle school curriculum and course books by the curriculum planners and course book writers. However, results of the study showed that great attention is paid by the teachers and curriculum makers towards democracy because most teachers refer to democracy and human rights when they were asked about citizenship education. They view democracy and human rights as a significant and valuable issue in the scope of citizenship issues. However, democracy is only included in the course book 2. This raises the discussion about the distribution of these concepts among grade levels. Democracy is one of the most emphasized concepts in teachers' questions, students' questions, materials and activities in the course books according to the results of the study, so course books are expected to integrate democracy concepts more. Yet it is seen that democracy is not emphasized enough in every grade level compared to other concepts. There is little emphasis on the concept of democracy in the course books. This also causes the absence of discussions and construction of critical ideas regarding democracy concept, and students gain the expected outcomes from a superficial perspective. In that sense, the results of the study shows similarity with the study conducted to see the place of democracy in curricula (Kolouh-Westin, 2004).They also found out that emphasis on democracy discussions is not made, and it is studied superficially.

Integration of human rights: On the other hand, human rights concept is one of the most frequently mentioned concepts and seen as important by teachers in their instructional practices. They asserted that they think it is important to talk about human rights in EFL classrooms. However, when course books are analyzed it is seen that there is a lack of emphasis on human rights in EFL course books. There are a few examples on child rights in one activity, and universal human rights are not emphasized in the course books. Therefore, there is a discrepancy

between the course books and the classroom practices, and need for integration of human rights is obvious in EFL. From that perspective, the results of the study is consistent with the study conducted in the Netherlands to see the place of human rights in social sciences course books because it is seen that there is a lack of human rights existence in course materials (Kort, 2017). However, results of the study shows a difference with the study conducted in Palestine in order to see the place of human rights in EFL course books because it was seen in the study that integration of human rights in EFL course books is very high (Aburezeq, 2019). When it comes to the place of democracy and human rights in education, it is important to remember the fact that these issues can be referred through different courses as long as they are integrated into subject areas. No matter what a teacher's subject area is, it is essential to refer to human rights since it is a part of citizenship and global education. Human rights cannot be considered apart from the society because humanity can survive in harmony as long as there is recognition and respect towards human rights. For that matter, EFL is a useful way for integrating human rights into education since it is role of education is valued for the promotion of human rights and democracy (Yulita, 2018).

Integration of disability: Disability can be considered in the scope of inclusive education. For this reason, it is another concept that was referred in this study. A noticeable result of the study was the integration of disability in every grade level of EFL course books. Disability can be integrated into course books in several ways. Disability can be presented as a disadvantage and handicap or a problem. On the other hand, it can be illustrated from a hopeful positive perspective which inspire individuals to respect disability and encourage inclusive education. In the present study, disability inserted into course books in a positive way by including both male and female disabled individuals making them a part of society and sports. Therefore, results of the current study opposes the study of (Cheng & Beigi, 2011) because they found that disability is reflected from a negative point of view in course books. On the other hand, the number of the integration is low. In this case, it can be asserted that level of inclusive education is not high. There are one or two instances of disability in each course books. In this case, results of the study is consistent with the study of (Hodkinson, Ghajarieh &

Salami, 2018). However, it wasn't integrated into prescribed EFL curriculum statements. Teaching disability through EFL is not of the statements of the curriculum. This presents a controversial situation since a few pictures and reading passages talking about disabled individuals are included in all course books examined without putting any emphasis on developing a sensitivity towards this issue, and in this case, results of the current study is in line with the study of (Goldstein, Siegel & Seaman, 2010) who examined psychology books in terms of disability integration and found out that inclusion of disability was very low and there was a stereotypical approach. On the other hand, teachers never mention including disability concept into their instructional practices. In that sense, disability issue is a bit neglected by the EFL teachers and students since they do not ask questions or talk about the place of disability in the society. It is important to ask questions on disability concept because it is a topic that can be discussed through questioning and conversations. This raises the issue of teachers' examining course books clearly. Although disability concept is embedded into course materials clearly, and success of disabled people is discussed in reading passages; teachers do not mention discussion these or touching upon these issues. The reason for this situation might be related to the sensitivity of disability issues. However, teachers should be trained professionals who can touch upon this kind of topics in an appropriate way.

5.2 Implications for Practice

In order to improve curricula and integrate more citizenship concepts from a global perspective into the EFL programs, officials such as policy makers, book writers need to determine the needs of the 21st century world and act accordingly. Similarly, teachers as the direct agents of curricula in classrooms must pay special attention to several issues since teaching is not only about transfer of knowledge. Rather, it is more about being concerned about the topics and issues such as values, attitudes and competence development, and teachers should be the ones who contribute to the improvement of the situation.

Since we cannot consider language as a separate entity from culture and values of a country, the study emphasized the importance of reminding teacher education faculties and in-service teachers the fact that language education is an

integrated process with various aspects. From that perspective, one idea can be suggested that faculties of teacher education can refer to education for citizenship in their area, must or elective courses in order to increase pre-service teachers' awareness on integrating citizenship components in EFL classes in cognitive and affective domain. According to the recent regulations made at higher education institutions, the number of elective courses increased. Therefore, an elective citizenship course may be designed and have an impact on EFL language practices and curricula of teacher education programs of education faculties in bachelor's degrees. Also, another suggestion may be on including citizenship concepts in classroom discussions in the internship courses to prepare pre-service teachers for the citizenship integration into their practices. Since internship courses are the first steps of teaching, and view of education and teaching starts to be shaped during these times of the higher education. Therefore, service courses may provide great opportunities for in-service teachers to improve their view of integrating citizenship education and gain an awareness as well.

Implications for course design: The study highlighted the degree of integration of citizenship concepts EFL curriculum from a global perspective including concepts like global citizenship, interculturalism, internationalism, culture, democracy, disability and sustainability, and made suggestions to increase awareness on citizenship education in EFL formal curriculum in Turkey. When it comes to talk about implications for curriculum makers in Turkey to strengthen democracy and other civic components, it can be said that integration of democracy can be increased because teachers put a lot of emphasis on democracy and human rights issues in classrooms; however, the course books do not have enough components regarding democratic culture that reflects universal core values in teaching EFL and aspects that may align with the national curriculum. There is only one unit in one of the course books, and it can be included in all course books in order to increase emphasis on democracy and human rights. In addition to these, results of the analyses showed that sustainability concept is not mentioned in the 5th grade course book while it is discussed by teachers in classes, and importance of being sensitive to sustainability issues are emphasized. Therefore, curriculum makers should notice the lack of sustainability concepts in

5th grade course book and act accordingly. That is, another unit can be added or it can be inserted into other units in an integrated way so that sustainability in 5th grade level is not neglected.

Implications for integrated curriculum design and practice: Also, teachers working in the field gained more awareness on civic education inclusion into EFL curriculum through the study. To illustrate, one of the respondents answered one open ended question saying that she had never talked about such topics before. Hearing these, the present study contributes to the EFL teachers' awareness on citizenship integration. They might start to realize and think more about these concepts in their classrooms in their future practices. In addition to these, it is another noticeable point that disability has never become one of the concepts discussed in classrooms. Even if disability and success of disability is included in the course books of all middle school grade levels, teachers do not care for its discussion, ask questions and receive questions. In that sense, teachers need to increase their focus on the issue of disability. They need to include it in their classroom practices and activities in a careful way without marginalizing any disabled individual. Also, teachers need to notice the importance sustainability concept in the course books and plan their classes accordingly. That is, they might plan extra activities or materials in order to integrate sustainability as well because education for sustainability is life long and should not be neglected in any stage of education so that people can sustain resources and protect the world they live in. In line with this, teachers need to remember the fact that sustainability is not only about knowing the environmental concepts, it is more about taking responsibility for the world that we share with others. Loving and preserving the nature and being concerned about the global sustainability issues can help students form their understanding from a globalized perspective since globalism and sustainability are integrated and eco-pedagogies can contribute to this integration (Misiaszek, 2016).

To summarize the suggestions made for practice:

- Teacher development through pre-service and in-service needs to underscore that EFL middle school curriculum is an integrated curriculum. Thus, citizenship education in EFL can be included in the curricula of ELT

departments especially in elective and internship courses in order to increase their awareness and qualify them with global competence.

- Teachers should be encouraged so that they are willing to talk about sensitive issues like disability, race or politics appropriately to the level of the students and classroom context.
- Extra-curricular materials need to be provided for teachers or teachers should take action and responsibility for integration of citizenship concepts.
- EFL teachers may prepare supplementary materials or extra activities in order to fill in the gap in the course book.

5.3 Implications for Further Research

First of all, in the present study, qualitatively driven mixed method design was employed. EFL course books and prescribed EFL middle school curriculum were analyzed, and an open-ended questionnaire was administered to EFL teachers in order to collect data. In the future, classroom observations can be conducted so that actual practices are observed for more information and rich data. Also, interviews with teachers can be conducted in order to carry out more in-depth analyses on the practices, implementations and concerns of EFL teachers and hear their voices. Another suggestion for further research can be carrying out a case or multiple case study on the citizenship integration at school contexts in general because citizenship is a concept that it can be integrated into formal curricula or hidden curricula. Therefore, hidden curricula can be analyzed to discover citizenship integration from a different and deeper perspective.

Secondly, this research design can be implemented into high school EFL curriculum as well in order to discover citizenship integration into high school EFL curricula since students are about to become young adults at that age. They start to form their opinions, views and behaviors in the world they live in. Therefore, it can be another body of research to discover the components in high school EFL curriculum. Also, it is possible to collect data from students at this level, so student opinions and perspectives may be highlighted in order to see the results from the students' view.

In addition to these, this research design can be implemented into other subject areas related to social sciences such as social sciences, Turkish, citizenship education and even science courses because citizenship concepts can be a part of any topic or subject. Since the aim of education is to bring up citizens of the world, it can achieve this aim by employing all its sources. Therefore, citizenship integration in other courses can be discovered and teacher perspectives can be found out in order to gain a broader perspective on the place of citizenship in all curricula. This can reveal a lot about the educational philosophies and policies of the governmental bodies.

In this study, public schools were in the focus of the study, so data were collected from public school teachers and public school formal course books published by MoNE. However, it is an undeniable fact that there are a number of private school that students receive education. For future research, integration of citizenship into EFL classrooms in private schools can be studied. Data can also be collected from private school teachers, materials or administrators. By this way, the current state of private schools in terms of citizenship education can be discovered, and this can provide various implications for teachers and researchers as well.

To summarize the implications presented for further research:

- A duplicate study can be conducted in high school level including the students as a data source as well.
- Courses like social sciences, life sciences and Turkish courses can be investigated for citizenship concepts as it is done in the current study.
- Collect more thick data through in-depth observations and interviews to explore teachers' reasons for including or excluding citizenship components while teaching in EFL classrooms.

The current study presented the view of citizenship from a global perspective without ignoring the importance of nationalistic values. Since future of language learning is gaining a global direction as a result of being lingua franca, it is essential to look at language education and citizenship education under the frame of EFL from a globalized stand point. Not only researchers but also

practitioners need to pay attention to the globalization of language and citizenship education. Similarly, policies of UN and UNESCO present frameworks and systems that consider citizenship and EFL from a global point of view. For this reason, in order to catch up with the world of education in the 21st century, Turkish education system, curricula and stakeholders need to develop a global vision of citizenship.

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APPENDICES

Appendix A. METU Ethics Committee Approval Form

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

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Sayı: 28620816 / 25

22 OCAK 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr. Hanife AKAR

Danışmanlığını yaptığınız Suna KIYAK'ın **"Milli Eğitim Bakanlığı Ortaokul Yabancı Dil Eğitimi Kitaplarında ve Programında Yer Alan Vatandaşlık Kavramlarının ve Yabancı Dil Öğretmenlerinin Farkındalıklarının Araştırılması"** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **023-ODTÜ-2019** protokol numarası ile onaylanmıştır.

Saygılarımla bilgilerinize sunarım.

Prof. Dr. Tülin GENÇÖZ
Başkan

Prof. Dr. Ayhan SOL
Üye

Prof. Dr. Ayhan Gürbüz DEMİR
Üye

Prof.Dr. Yaşar KONDAKÇI (4.)
Üye

Doç. Dr. Emre SELÇUK
Üye

Doç. Dr. Pınar KAYGAN
Üye

Dr. Öğr. Üyesi Ali Emre TURGUT
Üye

Appendix B. Ministry of National Education Approval Form

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.15175872 22.08.2019
Konu : Araştırma izni

ORTA DOĞU TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi a) 07/08/2019 tarihli ve 144 sayılı yazınız.
b) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 2017/25 nolu Genelgesi.

Üniversiteniz Yüksek Lisans Öğrencisi Suna KIYAK'ın **"Milli Eğitim Bakanlığı Ortaokul Yabancı Dil Eğitimi Kitaplarında ve Programında Yer alan Vatandaşlık Kavramlarının ve Yabancı Dil Öğretmenlerinin Farkındalıklarının Araştırılması"** konulu tezi kapsamında ilçenize bağlı ekli listedeki okullarda uygulanacak olan veri toplama araçları ilgi (b) Genelge çerçevesinde incelenmiştir.

Yapılan inceleme sonucunda, söz konusu araştırmanın Müdürlüğümüzde muhafaza edilen ölçme araçlarının; Türkiye Cumhuriyeti Anayasası, Millî Eğitim Temel Kanunu ile Türk Milli Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim-öğretim faaliyetlerini aksatmayacak şekilde okul ve kurum yöneticilerinin sorumluluğunda gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Turan AKPINAR
Vali a.
Milli Eğitim Müdürü

Ek:
1-Uygulama araçları (4 sayfa)
2-Okul listesi (1 sayfa)
Dağıtım:
Gereği:
Orta Doğu Teknik Üniversitesi Rektörlüğü
Bilgi:
Çankaya ilçe MEM

Adres: Emniyet Mah. Alparslan Türkeş Cad. 4/A Yenimahalle
Bilgi için: Emine KONUK

Elektronik Ağ: ankara.meb.gov.tr
e-posta: istatistik06@meb.gov.tr
Tel: 0 (312) 212 36 00
Faks: 0 (___) ___ __ __

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden a02d-d6c5-3c7d-bfde-0bc8 kodu ile teyit edilebilir.

Appendix C. List of the Schools Visited

Name of the School	Number of Teachers	Participants
Türkkonut Middle School	3	2
Tsk Mehmetçik Vakfı Hafize İhsan Payaza Middle School	2	2
Necdet Seçkinöz Middle School	6	3
Hilmi Hatice Aksoy Middle School	3	1
Muzaffer Bahri Kutluözen Middle School	2	2
Ahmet Barındırır Middle School	6	4
Ahmet Bahadır İlhan Middle School	8	5
Ülkü Akın Middle School	5	3
Yasemin Karakaya Middle School	6	2
İMKB Alpaslan Middle School	7	4
Muharrem Pakoğlu Middle School	9	3
Salih Alptekin Middle School	8	5
Pakize Erdoğu Middle School	3	3
Necla Kızılbağ Middle School	8	5
İzzet Latif Aras Middle School	6	3
Beytepe Middle School	9	3
Ayten Şaban Diri Middle School	4	2
Noterler Birliği Middle School	3	3
Tevfik İleri Middle School	9	1
Maltepe Middle School	9	2
Mimar Kemal Middle School	4	3
Kavaklıdere Middle School	4	4
Ayten Tekışık Middle School	6	1
Anıttepe Middle School	8	1
Münevver Öztürk Middle School	2	2
Fevzi Özbey Middle School	5	4
Necla İpekçi Middle School	7	4

Appendix D. Informed Consent Form

Aralık 2018

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ Eğitim Programları ve Öğretim Bölümü Yüksek Lisans öğrencisi Suna Kıyak tarafından Doç. Dr. Hanife AKAR danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, devlet okullarında ilköğretim 5-6-7-8 seviyesinde okutulan İngilizce kitapları ve programının vatandaşlık teması altında içerik bakımından incelenmesi ve dersi okutan öğretmenlerin vatandaşlık temalarının derse dahil edilmesine yönelik farkındalıklarının araştırılmasıdır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden kısa bir anket doldurmanızı isteyeceğiz. Belirtilen kavramların derslere dahil edilme sıklığını işaretlemenizi rica ediyoruz.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır.

Katılımınızla ilgili bilmeniz gerekenler:

Anket, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz anketi yarıda bırakıp devam etmemekte serbestsiniz.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Eğitim Bilimleri Bölümü öğretim üyelerinden Doç. Dr. Hanife Akar (E-posta: hanif@metu.edu.tr) ya da yüksek lisans öğrencisi Suna Kıyak (E-posta: e186987@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

İsim Soyad	Tarih	İmza
	---/----/-----	

Appendix E. ICE Instrument

Değerli meslektaşım,

Bu çalışma ODTÜ Eğitim Fakültesi Eğitim Programları ve Öğretim Bölümünde yüksek lisans tezimin kapsamında yürütülmektedir. Çalışma İngilizce dersi programı ve ders kitaplarında bulunan vatandaşlık kavramlarını ve devlet ortaokullarında görev alan İngilizce öğretmenlerinin buna yönelik farkındalıkları ile sınıf uygulamalarına yansımalarını ele almaktadır. Sizlerin deneyimleriyle yapacağınız katkılar hem program geliştirme ve iyileştirme süreçlerine katkı sağlayacağı gibi ğretmenlerin vatandaşlık eğitimi programı çerçevesinde değerlendirmelerine yardımcı olacaktır. Anketteki tüm soruları güvenirlik ve geçerlik çalışması açısından cevaplamanızı önemle rica ederim. Anket yaklaşık 15 dakika sürmektedir ve gönüllük esasına dayanmaktadır. Veriler araştırmacıda gizli tutulacak olup sadece bilimsel amaçlarla kullanılacaktır. Daha fazla bilgi almak için suna.kiyak@metu.edu.tr adresine ulaşabilirsiniz.

Saygılarımla
Suna Kıyak
Eğitim Bilimleri Yüksek Lisans Adayı

BÖLÜM 1. Demografik Bilgiler

1. Yaşınız: .....
2. Cinsiyetiniz: ☐ Kadın ☐ Erkek
3. Öğretmenlik deneyim yılınız: .....……yıl
4. Ne zamandır şu anki okulunuzda görevlisiniz? ……yıl
5. Görevli olduğunuz okul türü? ☐ Ortaokul ☐ İmam Hatip Ortaokulu
6. Okulunuz nasıl bir bölgede yer alıyor ☐Şehir merkezi
   ☐Banliyö
   ☐Kırsal
7. Bu dönem girdiğiniz sınıf/lar: ☐ 5 ☐ 6 ☐ 7 ☐ 8
8. Bu dönem kaç saat derse giriyorsunuz? ……saat
9. Mezun olduğunuz bölüm: ☐ İngilizce Öğretmenliği
   ☐ İngiliz Dili ve Edebiyatı
   ☐ Amerikan Kültürü ve Edebiyatı
   ☐ Dilbilim
   ☐ Diğer: Lütfen belirtiniz .....
10. Aldığınız en yüksek derece: ☐Lisans ☐Yüksek Lisans ☐Doktora
11. İngilizce dersi dışında başka derslere giriyor musunuz?
    ☐ Hayır ☐ Evet Evetse, lütfen belirtiniz: …….....
12. Kadro durumunuz: ☐ kadrolu ☐ sözleşmeli ☐ ücretli

BÖLÜM 2

1. Vatandaşlık kavramlarının İngilizce derslerinizde yer alması hakkında düşünceleriniz nelerdir? Lütfen açıklayınız.

_____

_____

_____

2. İngilizce öğretmenleri derslerinde vatandaşlık konularının öğretilmesinden sorumlu tutulmalı mıdır? ☐ evet ☐ kararsızım ☐ hayır

3. Soru 2 ye olan cevabınızı açıklayınız.

_____

_____

_____

4. Aşağıdaki kavramlar ne kadar sıklıkla derslerinizde ele alıyorsunuz? Lütfen uygun kutucuğa işaretleyiniz. Hiçbir zaman =1 Her zaman =6

	İngilizce derslerinde ele alınan konular	**1**	**2**	**3**	**4**	**5**	**6**
a.	Küreselleşme						
b.	Çok kültürlülük						
c.	Uluslararası konular						
d.	Sürdürebilirlik						
e.	Milliyetçilik						
f.	Demokrasi						
g.	Milli konular						
h.	İnsan hakları						
ğ.	Vatandaşlık						
h.	Yerel kültür						
i.	Siyaset						

5. Derste vatandaşlık ile ilgili yukarda belirtilen konular dışında en çok ele aldığınız diğer 3 konuyu lütfen belirtiniz:

_____

_____

_____

BÖLÜM 3

1. Sizce hangi vatandaşlık konularının İngilizce dersleri çerçevesinde ele alınması önemlidir ? Lütfen açıklayınız.

_____

_____

_____

2. Vatandaşlık eğitimini İngilizce derslerinize nasıl entegre ediyorsunuz?

_____

_____

_____

3. Öğrencilerinize vatandaşlık kavramlarıyla ilgili ne tür sorular soruyorsunuz? Lütfen yazınız.

_____

_____

_____

4. Öğrencileriniz size vatandaşlık kavramlarıyla alakalı ne tür sorular soruyor? Lütfen hepsini yazınız.

_____

_____

_____

.

5. Öğrencilerinizin vatandaşlık kavramlarıyla ilgili öğrenmelerinn değerlendirmesini nasıl yapıyorsunuz? Lütfen hazırladığınız sınav türlerini ve soru tarzlarını açıklayınız.

_____

_____

_____

6. Derslerinizde vatandaşlık eğitimi kapsamına girebilecek ne tür etkinlikler hazırlıyorsunuz?

_____

_____

_____

7. Konuyla ilgili ne tür materyaller hazırlıyorsunuz? (Örneğin, ders kitabı, video, okuma parçaları veya hazır/ öğretmen tarafından hazırlanmış)

_____

_____

_____

8. Vatandaşlık kavramlarının yabancı dil sınıflarına dahil edilmesine yönelik ek olarak görüşlerinizi veya yorumlarınızı lütfen yazınız.

_____

_____

_____

Katılımınız için çok teşekkürler ☺

Appendix F. Key Competencies in the Curriculum

KEY COMPETENCES IN THE CURRICULUM

Key competences, as generic and common objectives of all educational programs across the EU, address the basic skills that each and every citizen is to acquire during formal education. Commenced by the European Commission in the EU countries, the key competences refer to the key knowledge, skills and attitudes that are expected to equip students with the personal realization of personal and professional development and growth, with the sole goal of societal inclusion and contribution. The key competences framed by the European Commission are:

- Traditional Skills:
  - o Communication in mother tongue
  - o Communication in foreign languages
- Digital Skills:
  - o Literacy
  - o Basic skills in math and science
- Horizontal Skills:
  - o Learning to learn
  - o Social and civic responsibility
  - o Initiative and entrepreneurship
  - o Cultural awareness and creativity

Appendix G. Values Education in the Curriculum

VALUES EDUCATION IN THE CURRICULUM

No contemporary scholar of the educational sciences would discuss or describe education at any level without certain universal and local values that are critical for the individuals and societies. As prescribed in Basic Law of the National Education No. 1739 as well as in the modern literature concerned (UNESCO, 1995), values refer to the personal and societal beliefs and attitudes that are framed by specific universal and national dispositions.The new curriculum is different from the previous one in a sense that it focuses on values education. The key values that should be transferred to the learners in line with the learning outcomes are: friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism and altruism. However, these values should not be considered as a separate entity. They should be embedded into the themes and topics of the syllabi.

Stakeholders such as teachers and material designers should take learners' ages, psychological and sociological levels into consideration in selecting characters, texts, visuals to be used during the instruction process. For instance, if a movie poster is used, the age appropriateness of the movie should be taken into consideration in addition to our ethics and values. Besides, the selection of the characters should comply with ethics and values of our education system so that learners can have proper role-models. It is highly recommended to have this aim included in the materials to be designed.

Appendix H. Content Analysis Matrix/Codebook

Themes	Source	Item/ Statement	Code	Comment
Cultural religious elements	Grade 6 p. 13, 102	Picture of a grandma wearing a headscarf	Local culture and religion	Grandma wearing a headscarf is represented in a picture while a girl is helping her. This is a typical representation in Islamic countries
	Grade 6 p. 30	Picture of tea served in a Turkish way	Local culture	Tea is served in different ways, but here it is represented in the way it is done in Turkey.
	Grade 6 p. 108	Kemal Sunal profile, his movies		Actors and movies are important components in a culture and people grow up surrounded by these films and actors, so including these in language books increase the level of culture in language learning.
	Grade 6 p. 127, 130, 134	Names of places like Kaş, Ayder, Palandöken, Munzur and Didim.		Mentioning these important cities increase students' awareness in terms of touristic places

				in the country which is an important part of culture
Interculturalism	Grade 6 p. 30-31 Grade 6 p. 35 Grade 6 p. 139	Pictures of pancakes and Croissant Reading text presenting breakfast types of various countries Photo of children from different races or ethnicities	Intercultural awareness	Pancake is a part of American food, and croissant is a typical French food, so including these in EFL books may add to students' intercultural awareness and knowledge of other cultures. Reading about other countries' breakfast habits may help students learn about other cultures' eating habits and increase intercultural awareness. Presenting people from different ethnicities and races fosters intercultural awareness
Internationalism	Grade 6 p. 47 Grade 6 p. 53, 88	Picture of British Parliament building Names like Betty,	International knowledge and awareness	Picture of British Parliament is a British nation's component, so students learn more about British nation as they learn the language Including foreign names is

	Grade 6 p. 70 Grade 6 p. 71	Charlie, Ted, John City names like Alaska, Dubai, London, Tokyo, Toronto Pictures of Pisa Tower, Colloseum, Notre Dame		about fostering international and intercultural awareness. Presenting foreign countries may increase students' international knowledge through language learning
Nationalism	Grade 6 p. 50 Grade 6 p. 52, 87, 89, 90, 109, 113 Grade 6 p. 110, 115	Examples from cities like Van, Konya, Burdur and Bartın. Also, symbol of Turkish lira in prices Turkish names like Kamil, Mert, Hayri, Sevim Names of scientists and celebrities like Mehmet Öz and Aziz Sancar	National elements National elements	Including names of Turkish cities is a part of nationalization and localization. Also, Turkish lira symbol is again a national component Turkish names symbolize Turkish nation and culture. Important scientists are introduced to students, so they become familiar with their nation's and culture's successful scientists
Disability	Grade 6 p. 33, 147	Picture of a disabled child on a wheel-chair	Disability awareness	Picture of a child on a wheel chair may foster students' awareness on disability issues while learning a

				language
Sustainability	Grade 6 p. 160, 161, 162	Saving the planet unit Pictures related to protecting the environment Sentences on saving the planet Pictures representing pollution	Sustainable citizenship Sustainability	Sustainability is a part of citizenship since all citizens share a world needs protection from its inhabitants. Keeping a sustainable life is a duty of every citizen. Representing these In language course books help students notice this fact through language learning.
Democracy	Grade 6 p. 175	Unit about democracy Pictures and vocabulary items on elections and democratic actions Visuals on child rights Song on democracy	Democracy Child rights Human rights	Democracy and child rights are included as a whole unit in EFL course books. This is an important part of citizenship education and in this case, it is integrated into language learning

Appendix I. Turkish Summary/ Türkçe Özet

ORTAOKUL İNGİLİZCE ÖĞRETMENLERİNİN VATANDAŞLIK KAVRAMLARINI PROGRAMA VE ÖĞRETİM UYGULAMALARINA DAHİL ETMELERİ ÜZERİNE KARMA BİR ÇALIŞMA

Giriş

Araştırmanın Amacı ve Önemi

Bu çalışma ortaokul İngilizce programındaki, ders kitaplarındaki ve ortaokul İngilizce öğretmenlerinin öğretim uygulamalarındaki vatandaşlık kavramlarını kavramlarını ortaya çıkarmak amacıyla yapılmıştır. Yıllar geçtikçe eğitim politikaları ve felsefeler değişiyor bu da tüm alanlara yeni bakış açıları getiriyor. Dil eğitimi 2005 yılında Türk eğitim sisteminde gerçekleşen reformdan sonra değişimlerin yaşandığı alanlardan biridir. Dil eğitimi bugün çeşitli temaların bütünleşik programlar yoluyla entegre edildiği küresel ve ulusal bir bakış açısı kazanmıştır. İlk olarak, 1983 yılında Yabancı Dil Eğitimi Kanunu çıkarılmış ve Türk dili ve tarihi derslerinin İngilizce işlenemeyeceğine karar verilmiştir. Bu kanunla birlikte Milli Eğitim Bakanlığı(MEB) ilk ve ortaöğretim kademelerindeki dil eğitiminden, Yüksek Öğretim Kurulu yükseköğretim kademesindeki dil eğitiminden sorumlu tutulmuştur. Ülkemizdeki dil eğitiminin tarihine bakıldığında dört ana dönem görülmektedir. İlk dönem Osmanlı zamanlarından başlar ve Cumhuriyetin ilanı ile son bulur. Bu dönemde dil eğitimi Tanzimat Dönemi yenilikleri ile hız kazanmıştır. İkinci dönem cumhuriyetin ilanından 1997 yılına kadar olan dönemi kapsamaktadır. Bu dönemde dil politikalarını iyileştirmek için John Dewey dahil birçok uzman ülkemize davet edilmiştir. Üçüncü dönem ise 1997 yılından büyük eğitim yeniliklerinin yaşandığı, yapısalcılığın ve ilerlemeciliğin önem kazandığı 2005 yılına kadar devam eder. Son dönem 2005 yılından günümüze kadar uzanmaktadır. Bu son dönemde dil eğitiminde yapılan

çalışmalar AB üyesi olabilme sürecinin bir parçası olarak Avrupa Birliği standartları göz önünde bulundurularak yapılmıştır (Kirkgoz, 2007). Yapılan değişikliklerle birlikte esasici eğitim anlayışı terk edilmeye başlanmış, öğrenciyi merkeze alan yapısalcı eğitim anlayışı yerleştirilmeye çalışılmıştır. Bu amaçla yeni eğitim felsefelerinin ihtiyaçlarını karşılamak için öğretmen eğitimleri, değerlendirme yöntemleri ve materyaller revize edilmiştir.

Değişen eğitim politikalarına göre geliştirilen yeni programlarda 10 temel değerin ve 9 temel 21. Yüzyıl becerisinin 51 programa entegre edilmesi hedeflenmiştir. Belirtilen beceriiler Ana Dilde İletişim, Yabancı Dilde İletişim, Matematiksel Yeterlilik, Bilim ve Teknoloji Yeterliliği, Dijital Yeterlilik, Öğrenmeyi Öğrenme, Girişimcilik ve Girişimcilik Anlayışı, Sosyal ve Kamusal Yeterlilik ve Kültürel Farkındalık ve İfadedir. Sosyal ve Toplumsal Yeterlilikler ve Kültürel Farkındalık ve İfade'ye göre, programların toplum, kültür, ulusal ve uluslararası vatandaşlık, saygı, eşitlik, demokrasi, tarih ve bunlarla ilgili kavramlarla ilgili bileşenleri içermesi beklenmektedir.

Vatandaşlık konusuna değinecek olursak, vatandaşlık kavramı bazı programlarda ayrı bir ders olarak verilirken, bazı programlarda ise diğer konu alanlarının içine entegre bir biçimde ele alınmıştır. Türk eğitim sistemi içerisinde vatandaşlık dersi ayrı bir ders olarak okutulmaktaydı. Daha sonra bu ders programdan çıkarıldı ve diğer konu alanlarına entegre bir şekilde dahil edildi. Sosyal bilgiler dersi de vatandaşlık kavramlarının yer aldığı derslerden biridir (Günel ve Pehlivan, 2015). Bütünleşik programlar bu gibi kavramların farklı alanlara eklenmesi adına uygun program çeşitlerinden biridir. Bütünleşik program konu içeriğinin satır aralarını keserek ve birleştirici kavramları vurgulayarak farklı çalışma alanlarını birbirine bağlayan bir program olarak tanımlanmaktadır (Boyd, 2015).

Daha önce de belirtildiği gibi dil öğrenmenin kültürel ve sosyal yönü dil öğrenmenin doğasına ve öğrencilerin dille olan etkileşimlerine bakıldığında yadsınamaz. Bu yüzden yabancı dil eğitimi sosyo-kültürel öğeler ve değerlerle yakından ilgilidir ve buna paralel olarak barış, küreselleşme, uluslararası konular, sürdürebilirlik ve kültür gibi temalar dil eğitiminde yer almıştır (Renner, 1991; Hornby, 2010; Byram ve Feng, 2004; Sugimura, 2015; Davidson ve Batalla,

2016). Bu açıdan bakıldığında dil eğitimi sadece dilin kendisini öğrenmekle alakalı değildir. Buna ek olarak dil eğitimi öğrencilerin kendi çevrelerinin ve dünyanın bir parçası olma sürecinde kimlik oluşturmalarına yardımcı olma sürecidir. Bu sebeple dil eğitiminin içeriği ve bu içeriğe eklenen konular ve temalar program planlayıcılarının odak noktasında olmuştur. Bu çalışma daha önce bahsedilen yaklaşımların mevcut ortaokul İngilizce programında nasıl yer aldığını ortaya çıkarma açısından önem taşımaktadır. Ayrıca, öğretmenlerin farkındalıklarının araştırılması öğretmenlere farkındalık kazandırılmasına ve farkındalıklarının arttırılmasına katkıda bulunması açısından önemlidir. Çünkü öğretmenler programda gömülü olan kavramların farkında olmayabilirler veya yeterli vurguyu yapmayabilirler. Bu nedenle yapılan çalışma öğretmenlerin bütünleşik program dahilinde bulunan kavramları ortaya çıkararak bu kavramlara olan yaklaşımlarını iyileştirmeyi amaçlamaktadır. Dil eğitiminin doğası gereği öğretmenlerin farkındalığı ve kitapları kullanımları büyük önem taşımaktadır.

Araştırma Soruları

1. Vatandaşlık kavramları ortaokul İngilizce programına nasıl entegre edilmiştir?
2. Ortaokul İngilizce öğretmenlerinin vatandaşlık kavramlarının İngilizce programına dahil edilmesine yönelik farkındalık seviyeleri nedir?
3. Ortaokul İngilizce öğretmenleri vatandaşlık kavramlarını öğretim uygulamalarına nasıl dahil etmektedir?

Alanyazın İncelemesi

Daha önceki yapılan çalışmalara bakıldığında program geliştirme üzerine birçok çalışma yapılmış ve atıfta bulunulmuştur. Daha önce de değinildiği gibi Türkiye'de dil eğitimi çeşitli dönemlerden geçmiş ve değişimler yapılmıştır. Özellikle 2005 yılından itibaren dil öğretme yöntemleri ve müfredat yapılandırmacı ve iletişime dayalı dil eğitiminin gereklerine göre değişmiştir (Kirkgöz, Çelik ve Arıkan, 2015). Ayrıca değişiklikler dahilinde vatandaşlık dersi programdan çıkarılmış ve vatandaşlık kavramlarının tüm konu alanlarına entegre edildiği daha bütüncül ve daha sürükleyici bir yaklaşım benimsenmiştir (Keser, Akar ve Yıldırım, 2011). Buna paralel olarak 10 temel değer 9 temel yeterlik 51

programa dahil edilmiştir (MEB, 2017) ve vatandaşlık bu program dahilinde entegre edilen kavramlardan biri olmuştur.

Vatandaşlık birçok araştırmacı ve akademisyenin ilgi odağında olmuştur ve birçok çalışma yürütülmüştür. Vatandaşlık kişinin sosyal ve siyasal olarak toplumda var olmasıyla ilgilidir ve vatandaşları bir millete veya devlete bağlayan haklar, görevler ve kimlikler kümesi olarak tanımlanmaktadır (Banks, 2008). Aynı zamanda bir toplumun üyesi olmak, toplumdaki insanların değerleri ve haklarıyla da ilişkilendirilmiştir (Abowitz ve Harnish, 2006). Vatandaşlık ile ilgili kavramlar tartışmaya açıktır ve bu nedenle, uygulayıcıların bilgi ve becerileri bu tartışmalı meseleleri ele almak için önem taşır ve araştırmalar öğretmenlerin sınıflardaki vatandaşlık tartışmalarına önem verdiğini, ancak sınıfta etkili tartışmalar yapmak için yeterli resmi eğitime sahip olmadıklarını ifade eder (Oulton, Gün, Dillon ve Grace, 2004). Öte yandan, vatandaşlıkla ilgili tartışmaları sınıflara dahil etmenin bazı iyi örnekleri vardır ve öğretmenler, çeşitli uluslararası okul ortamı sağladıklarında öğrencilerin vatandaşlık sorunlarını tanımlayıp tartışabileceklerini iddia eder (Alviar-Martin, 2011). Bu tartışmalar derslerin temel bileşenleridir, çünkü tartışmalar bireylerin vatandaşlık oluşturma süreçlerine olumlu katkıda bulunur (Maurissen, Claes & Barber, 2018). Vatandaşlık kavramının kapsamına bakıldığında çok sayıda kavramla ilişkili olduğu görülmüştür. Bunlar küresel vatandaşlık eğitimi,

Öncelikle küresel vatandaşlık kavramını tanımlamak gerekirse, küresel vatandaşlık dünyadaki tüm insanları oluşturan bir topluma üyelik olarak tanımlanmıştır (Osiadacz, 2018). Ayrıca küresel vatandaşlık eğitiminin, ortak çevresel, hümanist ve küresel sorunları ve bunların yorumlarını eleştirel olarak anlama becerisiyle ilgili olduğu ve küresel bir bakış açısı geliştirmenin ve küresel meselelere karşı durmanın gerekli olduğu önemlidir ve bu da küresel eğitimin bir parçasıdır (Frey ve Whitehead, 2009). Davies (2006) 'da belirtildiği gibi Oxfam (1997) için, küresel vatandaşlık eğitiminin üç temel bileşeni vardır:

• Küresel sorunlara dair bilgi ve anlayış (sosyal adaletin kavramsal anlayışı, barış / çatışma, çeşitlilik, sürdürülebilir kalkınma ve küreselleşme / karşılıklı bağlılık gibi)

• Beceriler (eleştirel düşünme, tartışma yeteneği, işbirliği / uyuşmazlık çözümü ve adaletsizlik ve eşitsizliklerle mücadele etme yeteneği gibi)

• Değerler ve tutumlar (eşitlik, çeşitliliğe değer verme ve saygı duyma, empati, çevre için endişe, sürdürülebilir kalkınmaya bağlılık, kimlik duygusu ve benlik saygısı gibi)

Ayrıca birçok üniversitenin içeriğine ve müfredat çıktılarına bakıldığında ve küresel vatandaşlık öğelerini müfredat tasarımlarına entegre etmek için harekete geçildiği açıktır (Aktaş, Pitts, Richards ve Silova, 2017).

Sürdürülebilir kalkınma için eğitim oldukça uzun bir süredir gündemde olmakla birlikte dünya vatandaşı olmanın bileşenlerinden biri olarak görülmektedir. Bu anlamda sürdürülebilirlik ve sürdürülebilirlik eğitimi vatandaşlıkla ilişkilendirilebilir ve küresel vatandaşlığın parçalarından biri olarak da görülebilir. Alanyazına bakıldığında mevcut sosyal bilimler ders kitaplarında çevre, sürdürülebilirlik ve küresel vatandaşlığın mevcut olduğu ve 20. yüzyılın ortasından itibaren bu temalara yapılan vurguda bir artış olduğu tespit edildi (Jimenez, Lerch ve Bromley, 2017). Buna ek olarak, sadece sosyal bilimler değil, aynı zamanda çocuk edebiyatı da sürdürülebilir vatandaşlığı birleştirmenin bir yolu olarak görülmektedir. Başka bir deyişle, dil ve edebiyat içeriği sürdürülebilirlik entegrasyonuna açıktır çünkü öyküler, şiirler, diğer edebi metinler ve görsel sunumlar sürdürülebilir vatandaşlıkla ilgili gömülü mesajlar içerebilir (Bradbery, 2014).

Araştırmaların bir başka odak noktası ise program ve materyallerin içerisindeki kültürel öğeler olmuştur. Bir dili öğrenmek başka bir kültürü de öğrenmek ve o kültürler iç içe olmakla ilgili olduğundan dil ve kültür arasındaki ilişkiyi anlamak önemlidir. Yerel kültür ve öğrenilen dilin kültürünün ne kadar ve nasıl entegre edileceği ayrı bir tartışma konusudur. Kore'de kullanılan İngilizce konuşma kitaplarına bakıldığında yabancı kültüre ait öğelerin çok az olduğu görülmüştür (Lee, 2009). Benzer şekilde Almujaiwel ve Suudi de İngilizce ders kitaplarının içerik analizi sonuçlarına dayanarak kitapların İngiliz kültürlerinden daha fazla yerel kültürü içerdiğini belirtmektedir (2018).

Engellilik, eğitim ve dil eğitimi açısından belirgin olan bir diğer önemli konudur. Eğitim kurumlarındaki her paydaşın duyarlı olması gereken bir husustur.

Engelliliğin eğitimdeki yeri çeşitli araştırmacıların dikkat alanındadır. Özellikle ders kitaplarındaki varlığı ve yokluğu birçok bilim adamı tarafından incelenmiştir çünkü insanlık ile ilgili olan ve vatandaşlık alanını kültürel ve sosyal açıdan ilgilendiren bir konudur. Örneğin İrlanda ve İngiltere'de yapılan ve ders kitaplarında engelliliğin kültürel durumunu keşfetmek için yapılan bir araştırma, kapsayıcı eğitimin engelliliği ana eğitimin bir parçası haline getirmenin ve öğrencilerin ve öğretmenlerin konuyla aşina olmalarına yardımcı olduğunu ileri sürmektedir (Hodkinson, Ghajarieh & Salam, 2018). Bununla birlikte, engelliliğin fiziksel bilimlerde de dikkat çeken bir konu haline geldiği de tespit edilmiştir. Örneğin, İspanya'daki ortaöğretim okullarında kullanılan beden eğitimi ders kitaplarında engelliliğin temsil edildiği görülür ancak bulgular, engellilik temsillerinde cinsiyet ve engelliliği spora dahil etme konusunda bir dengesizlik olduğunu göstermektedir (Taboas-Pais ve Rey-Cao, 2012). Ayrıca, sosyal bilimlerde engelliliğin mevcut durumunu görmek için psikoloji ders kitapları analiz edilmiş ve sonuçlar engellilik konularının çok sınırlı olduğunu ve kalıplaşmış bir bakış açısıyla temsil edildiğini göstermiştir (Goldstein, Siegel ve Seaman, 2010).

Dil öğrenme sadece dil kurallarının değil aynı zamanda karmaşık temellerin ve gizli değerlerin de dahil olduğu karmaşık bir süreçtir (Guilherme, 2007) ve vatandaşlık, eğitime dahil edilebilecek bu anlam ve değerlerden biridir (Holland, 2009). Ayrıca, dil dersleri ve ders kitapları, kültür ve siyasal ideolojileri bu kavramları entegre etme aracı olarak görülmektedir, çünkü ders kitabı analizleri, dil söylemlerinin ve resimlerin ülkenin ideolojilerini ve kültürünü temsil ettiğini göstermektedir (Liu, 2005). Vatandaşlık ve yabancı dil öğrenimini şimdiye kadar birleştirmeye yönelik birkaç girişim olmuştur ve bu girişimlerin öğrencilerin ulusal ve uluslararası vatandaşlık anlayışına ve vatandaşlık ile ilgili eylemlere katılımlarına katkıda bulundukları tespit edilmiştir (Byram ve Porto, 2015).

Yöntem

Desen

Çalışma ortaokul İngilizce programındaki ve ders kitaplarındaki vatandaşlık kavramlarını ortaya çıkarmak ve öğretmenlerin buna yönelik farkındalıklarını belirlemek için nitel odaklı karma çalışma deseni kullanılmıştır. Veriler MEB tarafından yayımlanan ve dağıtılan İngilizce ortaokul ders kitapları, İngilizce öğretim programı ve açık uçlu anket yoluyla Ankara ili Çankaya ilçesinin 27 okulunda görevli 85 İngilizce öğretmeninden toplanmıştır.

Veri Toplama Araçları

Çalışmada iki çeşit veri kaynağı bulunmaktadır. Birincisi programla ilgili olan belgeler ve ikincisi açık uçlu vatandaşlık entegrasyonu anketidir. İngilizce programına dair belgeler MEB tarafından hazırlanmış ve yayımlanmış dört ders kitabı ve program felsefesini, amaçlarını, kazanımlarını ve program detaylarını içeren resmi program belgesidir. Tüm bu belgeler MEB'in çevrimiçi internet sitesinde erişime açıktır ve tüm belgeler buradan edinilmiştir. Ayrıca ortaokul öğretmenlerine uygulanmak üzere üç bölümden oluşan ve çoğunlukla açık uçlu soruların bulunduğu bir anket geliştirilmiş ve uygulanmıştır.

Katılımcılar

Çalışmanın evreni devlet okullarında ortaokul kademesinde yer alan İngilizce öğretmenleridir. Çalışmada veri toplama amacıyla kolayda örneklem yöntemi ile ulaşılan 70 i kadın 15 i erkek 85 katılımcı yer almıştır. Katılımcıların yaş aralığı 21 ile 60 yaş arasında değişmektedir. Katılımcı sayısına ulaşabilmek için 27 okul ziyaret edilmiştir.

Veri Toplama Süreci

Veri toplama sürecine başlamadan önce 14588481-605.99-E.15175872 belge numarası ile Milli Eğitim Bakanlığından ve 023-ODTÜ-2019 protokol numarası ile ODTÜ İnsan Araştırmaları Etik Kurulundan gereken izinler alınmıştır ve daha sonra veri toplama sürecine başlanmıştır.

Veri toplamanın ilk kısmında belge analizi ve dört kitabın içerik analizi yapılmıştır. Alanyazın incelemesinden ortaya çıkan kavramlara dayanarak içerik analizi matriksleri hazırlanmıştır. Daha sonra 1 nolu ders kitabı çalışmanın güvenilirliğini arttırmak için başka bir kodlayıcı ile karşılaştırmalı olarak

kodlanmıştır. Daha sonra uyumun yüksek olduğu görülmüş ve diğer üç kitabın da kodlanması yapılmıştır. Sonrasında İngilizce program belgesi taranmış ve dokümandaki vatandaşlık kavramları ortaya çıkarılmıştır.

Bu süreç devam ederken açık uçlu anket revize edilmiş ve son haline getirilmiştir. Final haline ulaştıktan sonra okul ziyaretleri yapılmaya başlanmıştır. Araştırmacı olarak okul ziyaretlerini kendisi yaparak veri toplamayı tercih etmiştir. Öncelikle okullara gidip okul müdür veya müdür yardımcılarıyla iletişime geçildi ve çalışmanın amacı hakkında bilgi verip izin belgesini sunduktan sonra öğretmenlere yönlendirildi. Öğretmenlerle görüşüp çalışmanın içeriği, amacı ve kapsamı ile ilgili kısaca bilgi verip gönüllü katılım formu imzalatıldıktan sonra gönüllü olup katılmak isteyenlerden anketi doldurmalarını rica edildi. Her bir öğretmenin anketi doldurması yaklaşık 15-20 dakika sürdü.

Veri Analizi Süreci

Çalışmada veri kaynağı olarak yer alan belgeler tümevarım ve tümdengelim içerik analizi yöntemleriyle analiz edilmiştir. Temel olarak içerik analizi üç adımdan oluşmaktadır ve bu üç adım planlama, düzenleme ve raporlamadır. Planlama kısmında belgeler tanınır ve neyin ne kadar analiz edileceği belirlenir. Düzenleme kısmından analiz edilen veri parçaları düzenlenir ve kategorilendirilir. Raporlama kısmında ise elde edilen verilerden çıkarılan kategorilere dayalı olarak yapılan çıkarımlar sunulur. Ayrıca açık uçlu anketten elde edilen veriler SPSS 23 ODTÜ sürümüne girilmiş ve analiz edilmiştir. Araştırmacı verilere hakim olmak adına girişleri ve analizleri kendisi yürütmüştür.

Araştırmanın sınırlılıkları:

- Çalışmanın örneklemi kolayda örneklem yöntemi ile oluşturulduğundan çalışmanın sonuçlarında genelleme yapmak mümkün olmayacaktır
- Çalışma Ankara'nın sadece bir ilçesinde gerçekleştirildi. Belki farklı ilçeler dahil edilebilirse bölgesel farklılıklar veya benzerlikler ortaya çıkabilirdi.
- Ders gözlemi yapılamadığından pratiğe yönelik daha fazla veri toplanabilirdi

Bulgular

Ders kitapları içerisindeki vatandaşlık kavramları

Çalışmanın bulguları göstermektedir ki milli ve yerel kültür ile alakalı kavramlar resimler ve okuma parçaları aracılığıyla ders kitaplarına entegre edilmiştir. Ayrıca uluslararası ve çok kültürlülük ile alakalı kavramlar da ders kitaplarında yer almaktadır. Buna ek olarak engellilik kavramları resimler aracılığıyla ve okuma parçaları içerisinde tüm kitaplarda az sayıda da olsa yer almıştır ve engelli bireyler olumlu bir bakış açısıyla işlenmiştir. Sürdürebilirlik kavramları ise ders kitabı 1 hariç diğer üç kitapta ayrı bir ünite halinde entegre edilmiştir. Küresel ısınma, çevre konuları işlenmiştir. Demokrasi ise sadece ders kitabı 2 de yer almıştır.

Ortaokul İngilizce programındaki vatandaşlık kavramları

Milli ve yerel kültür ile ilgili kavramlar, vatandaşlık kavramları, sürdürebilirlik, vatan sevgisi, demokrasi, çok kültürlülük kavramları resmi yayınlanan program belgesinde yer alan kavramlardır. Programın kazanımlarında ve giriş kısmında kazandırılmak istenen beceriler kısmında bu kavramlardan bahsedilmektedir. Ancak kitaplarda yer almasına rağmen program açıklamalarında engelilik konusuna hiç değinilmemektedir.

Ortaokul İngilizce öğretmenlerinin vatandaşlık kavramlarına yönelik farkındalıkları

Öğretmenlerin açık uçlu sorulara verdikleri cevaplara göre öğretmenlerin ancak yarısı vatandaşlık kavramlarını derslere dahil etme sorumluluğunu alıyor. Sürdürebilirlik ve çevre ile ilgili konular en önemli görülen vatandaşlık kavramlarındandır. Ayrıca demokrasi, insan hakları, milli konular, kültür ve çok kültürlülük, genel olarak vatandaşlık en çok ele alınan konulardandır ve bu konular ele alınırken çoğunlukla ders kitabına sadık kalınmıştır ve öğretmenlerin ek bir hazırlık yapmadığı anlaşılmıştır. Öğretmenlerin daha çok vatandaşlık davranışları ve demokrasi ile ilgili sorular sorduğu, öğrencilerin ise daha çok haklar ve vatandaşlık ile ilgili sorular sorduğu görülmüştür. Yapılan değerlendirmlerde çoktan seçmeli, boşluk doldurma ve eşleştirme soru tipinin tercih edildiği ve

vatandaşlık kavramları entegre edilirken rol yapma, tartışma ve görsellerden yararlanıldığı anlaşılmıştır.

Tartışma, Sonuçlar ve Öneriler

Araştırmanın sonuçları vatandaşlık kavramlarının ders kitaplarında ve program içerisinde entegre bir şekilde yer aldığını göstermektedir. Ayrıca öğretmenlerin büyük çoğunluğunun vatandaşlık kavramlarının dahil edilmesine olumlu baktığı ancak yarısının bu konuda sorumluluk almaya gönüllü olduğu anlaşılmıştır.

Uluslararası kavramların dahil edilmesi: Bu kavramlar hem ders kitaplarına hem de müfredata eklenmiştir ve öğretmenlerin EFL derslerine dahil edilmesinin önemli olduğunu düşündüğü kavramlardan biridir. Genelde uluslararası ve uluslararası kavramları kitaplarını kullanarak sınıf uygulamalarına entegre etme eğilimindedirler ve bu konuda öğrencilere sorular sorarlar. Bu anlamda, sonuçlar küresel vatandaşlığın sınıflardaki ve öğretmenlerin tutumlarındaki yerini görmek için yapılan çalışmanın sonuçları ile uyuşmaktadır (Rapport, 2013). Ayrıca İngilizce derslerinin küresel vatandaşlığı teşvik etmenin en uygun yollarından biri olarak görüldüğünü hatırlamak önemlidir (Calle Diaz, 2017), ancak yerel kültürü korumanın ve herhangi bir kültürü, ırkı veya değeri ötekileştirmemek önemlidir ve uluslararası ve küresel bir farkındalık kazanmak gereklidir (Safari ve Razmjoo, 2016). Bu anlamda, mevcut çalışma İngilizce müfredatının hem küresel konular hem de yerel kavramlar hakkında bilgili olan küresel vatandaşları yetiştirme hedeflerine ulaştığını ve öğretmenlerin bu konuların uygulanmasına katkıda bulunmaya çalıştığını göstermektedir.

Ulusal ve yerel kültürel kavramların dahil edilmesi: Araştırmada ders kitaplarında ve İngilizce müfredatında Türk kültürüne ilişkin Nasreddin Hoca, Ahmet Hamdi Bey, Türk bayrağı ve Konya ve Şanlıurfa gibi ulusal unsurların ve bileşenlerin yer aldığı görülmüştür. Bu anlamda çalışmanın bulguları, Türk kültürünün MEB tarafından hazırlanan lise İngilizce ders kitaplarındaki yerini görmek için yapılan çalışma ile tutarlılık göstermektedir çünkü Türk kültürel ve ulusal öğelerinin ders kitaplarına dahil edildiği tespit edilmiştir (Ulum ve Bada, 2016).

Sürdürebilirliğin dahil edilmesi: İngilizce program dokümanına ve ortaokul İngilizce ders kitaplarına bakıldığında sürdürebilirlik kavramlarının entegre

edildiği görülmüştür. Ders kitabı 1 hariç diğer tüm üç kitapta bu kavramlar yer almaktadır. Bunun da sebebi 5. Sınıf öğrencilerin gelişimsel dönemlerine bağlı olarak soyut düşünme becerilerinin seviyesi ile ilgili olabilir. Ayrıca öğretmenlerin cevaplarına göre ortaokul İngilizce öğretmenleri ders kitabının izin verdiği ölçüde bu kavramları derslerine dahil ederler ve çevreyi korumayı önemseyerek öğrencilerini bu yönde teşvik ederler. Bu anlamda, çalışmanın sonuçları edebiyat ve drama dersi içeriğini inceleme çalışmasıyla tutarlıdır (Bradbery, 2014). Bu derslerde de sürdürebilirlik kavramlarına rastlanmıştır.

Demokrasi kavramının dahil edilmesi: Demokrasi kavramı programa ve ders kitaplarına dahil edilmesi söz konusu olan kavramlardan biridir. Çalışmanın sonuçlarına göre demokrasinin sadece ders kitabı 2 de yer aldığı gözlenmiştir. Diğer yandan demokrasi konusu programda ve öğretmen uygulamalarında, sorularında ve aktivitelerde sıklıkla vurgulanan bir kavramdır. Bu yüzden demokrasinin sadece bir kitapta yer alması ve burada da seçim konusunu ele alarak yüzeysel işlenmesi dikkat çekicidir. Bu anlamda, çalışmanın sonuçları demokrasinin müfredat içindeki yerini görmek için yapılan çalışmayla benzerlik göstermektedir (Kolouh-Westin, 2004).

Engelliliğin dahil edilmesi: Çalışmada göze çarpan bir diğer konu da engeliliğin tüm kitaplarda dahil edilmesiydi. Resimler ve okuma parçaları aracılığıyla engelli bireyler olumlu bir bakış açısıyla entegre edilmiştir fakat bu entegrasyon her kitapta bir veya iki örnekle sınırlıdır. Bu durumda çalışmanın sonuçları (Hodkinson, Ghajarieh & Salami, 2018) çalışmasıyla tutarlıdır. Ayrıca öğretmen cevaplarında ve program açıklamalarında da hiç engellilik kavramına değinilmemiştir.

Uygulamaya Dönük Çıkarımlar

- Hizmet öncesi ve hizmet içi eğitim uygulamaları İngilizce orta okul müfredatının bütünleşik bir müfredat olduğunun altını çizmelidir. Bu nedenle, İngilizce dersindeki vatandaşlık eğitimi özellikle seçmeli ve staj derslerinde farkındalıklarını arttırmak ve niteliklerini arttırmak için İngiliz Dili Eğitmi bölümlerinin müfredatlarına dahil edilebilir.

- Öğretmenler, engellilik, ırk veya politika gibi hassas konular hakkında öğrenci seviyesine ve sınıf bağlamına uygun şekilde konuşmaları adına teşvik edilmelidir
- Öğretmenlere veya öğretmenlere vatandaşlık kavramlarının entegrasyonu için gerekli önlemleri almaları ve sorumluluk almaları için ilave destek sağlanması gerekmektedir.
- İngilizce öğretmenleri, ders kitabındaki boşlukları doldurmak için ek materyaller veya ilave etkinlikler hazırlayabilir.

Araştırmaya Dönük Çıkarımlar

- Öğrencileri de veri kaynağı olarak içeren lise düzeyinde benzer bir çalışma yapılabilir.
- Sosyal bilgiler, hayat bilgisi ve Türkçe dersleri gibi dersler bu çalışmada olduğu gibi vatandaşlık kavramları bakımından incelenebilir.
- İngilizce derslerinde öğretmenlerin uygulama yaparken vatandaşlık bileşenlerini dahil etme veya hariç tutma nedenlerini araştırmak için derinlemesine gözlemler ve görüşmeler yoluyla daha zengin veriler toplanabilir.

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Bölümü / Department : EĞİTİM PROGRAMLARI VE ÖĞRETİM

TEZİN ADI / TITLE OF THE THESIS (**İngilizce** / English) : A STUDY ON TEACHERS' AWARENESS AND PRACTICES OF INTEGRATING CITIZENSHIP INTO THE EFL MIDDLE SCHOOL CURRICULUM

TEZİN TÜRÜ / DEGREE: **Yüksek Lisans** / Master ■ **Doktora** / PhD ☐

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