THE EVALUATION OF SECONDARY SCHOOL ELT COURSEBOOKS IN TURKEY IN TERMS OF GLOBAL CITIZENSHIP EDUCATION

FATMA BEYZA SOYYİĞİT

MAY 2022

THE EVALUATION OF SECONDARY SCHOOL ELT COURSEBOOKS IN TURKEY IN TERMS OF GLOBAL CITIZENSHIP EDUCATION

A THESIS SUBMITTED TO THE GRADUATE SCHOOL OF EDUCATIONAL SCIENCES OF BAHCESEHIR UNIVERSITY

BY

FATMA BEYZA SOYYİĞİT

IN PARTIAL FULFILLMENTS OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

MAY 2022

T.C.

BAHÇEŞEHİR UNIVERSITY

GRADUATE SCHOOL

...../...../.....

MASTER THESIS APPROVAL FORM

Program Name:	English Language Teaching
Student's Name and Surname:	Fatma Beyza SOYYİĞİT
Name of The Thesis:	The Evaluation of Secondary School ELT Coursebooks in Turkey in terms of Global Citizenship Education
Thesis Defence Date	13/06/2022

This thesis has been approved by the Graduate School which has fulfilled the necessary conditions as Master thesis.

Prof. Dr. Ahmet ÖNCÜ

Institute Director

This thesis was read by us, quality and content as a Master's thesis has been seen and accepted as sufficient.

	Title, Name	**Signature**
Thesis Advisor's	Prof. Dr. Derin ATAY	
Member's	Assist. Prof. Mustafa POLAT	
Member's	Assist. Prof. Pınar ERSİN BAŞKAN	

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this work.

Name, Last Name : FATMA BEYZA SOYYİĞİT

Signature :

ABSTRACT

THE EVALUATION OF SECONDARY SCHOOL ELT COURSEBOOKS IN TURKEY IN TERMS OF GLOBAL CITIZENSHIP EDUCATION

Soyyiğit, Fatma Beyza
Master's Thesis, Master's Program in English Language Education
Supervisor: Prof. Derin Atay

May 2022, 137 pages

Global citizenship is the concept showing that individuals are the citizens of the world, where they exhibit a deeper understanding of the responsibilities towards the issues regarding the world. The English language curriculum framed by the MoNE (Ministry of National Education) highlights a new learner profile attempted to create citizens with the necessary key competences, aiming to form English learners who are able to understand the values of international languages and cultures as well as their own culture, which is promoted by the understanding of Global Citizenship Education. In order to achieve this, it is essential to develop materials according to the assessment criteria which promote the values and competences depicted in the curriculum. Therefore, 7th and 8th grade English secondary school coursebooks were aimed to be evaluated in this recent study in terms of cognitive, socio-emotional and behavioural domains of learning and learning objectives in the activities. A checklist which was developed according to UNESCO's GCE framework was used. The frequencies of each learning domain and objective described under these three learning domains were taken. The results showed that there were examples of all three domains, nevertheless, the cognitive domain was the one mostly seen among the coursebooks, which showed that socio-emotional and behavioural domains were rarely seen. Some cognitive objectives in the checklist were not found at all. Besides, the coursebooks were highly lack of many of the socio-emotional and behavioural objectives.

Key words: Global Citizenship, Global Citizenship Education, Coursebook Evaluation

ÖZ

TÜRKİYE'DEKİ ORTA OKUL İNGİLİZCE DERS KİTAPLARININ KÜRESEL VATANDAŞLIK EĞİTİMİ AÇISINDAN İNCELENMESİ

Soyyiğit, Fatma Beyza
Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı
Tez Yöneticisi: Prof. Dr. Derin Atay

Mayıs 2022, 137 sayfa

Küresel Vatandaşlık, bireylerin, dünyanın vatandaşı olduğunu gösteren ve dünyayı ilgilendiren sorunlara karşı daha derin bir sorumluluk sergilendikleri konsepttir. Millî Eğitim Bakanlığı tarafından oluşturulmuş İngilizce müfredatı, kendi kültürlerinin yanında, aynı zamanda uluslararası dillerin ve kültürlerinin de değerlerini anlayan vatandaşlar yaratmayı hedefleyen anahtar yeterlilikler ile donatılmış yeni bir öğrenci profilinin altını çizmektedir, ki bu anlayış da Küresel Vatandaşlık Eğitimi anlayışını desteklemektedir. Bunu başarabilmek adına, müfredatta verilen değerler ve yeterlilikleri destekleyen ölçme kriterlerine göre materyal geliştirmek önemlidir. Bu yüzden, bu güncel çalışma, 7. ve 8. sınıf ortaokul İngilizce ders kitaplarını, içerisindeki aktivitelerin bilişsel, sosyo-duyuşsal ve davranışsal öğrenme alanları ve öğrenme hedefleri bakımından incelenmesini hedeflemiştir. UNESCO'nun Küresel Vatandaşlık Eğitimi Çerçevesi 'ne göre geliştirilmiş bir kontrol listesi kullanılmıştır. Her öğrenme alanlarının ve bu üç öğrenme alanı altında yer alan öğrenme hedeflerinin frekans aralığı alınmıştır. Sonuçlar, ilgili ders kitaplarında, her üç öğrenme alanının da yer aldığını göstermiştir, ancak, yine de ders kitaplarında bilişsel öğrenme alanı en yaygın görülen olmuştur, ki bu da sosyo-duyuşsal ve davranışsal öğrenme alanlarının çok az sıklıkla görüldüğünü göstermiştir. Kontrol listesinde yer alan bilişsel öğrenme hedeflerinden bazıları ders kitaplarında hiç bulunmamıştır. Buna ek olarak, ders kitapları sosyo-duyuşsal ve davranışsal öğrenme hedefleri bakımından oldukça eksiktir.

Anahtar Kelimeler: Küresel Vatandaşlık, Küresel Vatandaşlık Eğitimi, Ders Kitabı Değerlendirmesi

To my lovely family,

ACKNOWLEDGEMENTS

It has been a long journey but today we are finally there! The completion of this thesis would not have been possible without the participation and support of the people I have mentioned below. Though it would not be enough to mention everybody one by one, I would like all the ones in my life to know that I am very grateful for their existence and encouragements.

Foremost, it is a pleasure and honour to express my deepest gratitude to my supervisor Prof. Dr. Derin ATAY for her perfectionism, immense knowledge, constructive and meticulous feedback throughout my thesis. To whom I realized I would be lucky if I had an opportunity to have a supervisor like her, even in the first day of my master degree journey. It was a privilege for me to work with her during this unique experience.

Besides, I am thankful to my committee members Assist. Prof. Mustafa POLAT and Assist. Prof. Pınar ERSİN BAŞKAN for their valuable feedback and comments on the latest form of my thesis.

I most want to thank my parents, Muhammet Yusuf SOYYİĞİT and Derya SOYYİĞİT, and my sister, Şule Şeyma SOYYİĞİT, for their patience, support and love. They supported and encouraged me during every step of my academic journey. With their endless love, understanding and comforting words, I was able to complete this work.

I would like to offer my heartfelt thanks and love to my dearest friend and colleague Sueda ÇAKIR, who has always been there for me, comforted me in all the ups and downs during this journey. Her friendship was one of the greatest gifts I had during this process.

I would like to extend my sincere thanks to my friend and colleague, Sibel Can ACAR, whom I believe will be a very successful academic in the near future, for her support and helpful comments on my thesis.

Last but not least, I owe a deep sense gratitude to my whole family in Anatolian side and in Ankara, whom I sometimes had to neglect in order to complete my thesis. They supported me every time they saw or heard from me.

TABLE OF CONTENTS

LIST OF TABLES

TABLES

LIST OF FIGURES

FIGURES

LIST OF ABBREVIATIONS

ELT	English Language Teaching
GC	Global Citizenship
GCE	Global Citizenship Education
MoNE	Ministry of National Education
OXFAM	Oxford Committee for Famine Relief
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund

Chapter 1

Introduction

Globalisation means that information is now able to transfer easily from one corner of the world to the other, which gives people more opportunities to follow the developments in the world without a big effort (Lirola, 2015). The concept of globalisation has affected the way individuals are evaluated in terms of their participation in the society. The notion of membership of a wider global understanding has been highlighted recently (Wood, 2019). As a result of this, raising globally competent citizens who can communicate beyond nations and open themselves to other cultures with an appreciation in the attitude of richness and diversity has emerged in societies (Hunter et al., 2006). With these in mind, regarding the developments in transport and communication, being in touch with people living in other parts of the world created the concept of "global citizenship" (Kan, 2009). Global citizenship (GC) is the concept that human beings are the citizens of the world in which they exhibit a deeper understanding of the responsibilities towards the issues regarding the world (Wood, 2019). It refers to the sense of belonging to a broader community and common humanity in which interdependence and interconnectedness of the local, the national and the global are addressed (UNESCO, 2015). A global citizen, who is sensitive to other people's needs and opinions, is beyond the nation-state and ready to take necessary actions to improve the needs of others (Chong, 2015).

Education has an important role in raising global citizens (Kan,2009). Kan (2009) states education systems should include aims to raise global citizens who are able to develop an understanding of consciousness toward global issues and universal values. This consciousness is to be followed by required solutions for the global challenges, which could be given more in education institutions. Besides, due to the emphasis on global citizenship, educational processes and activities have been seen in school curricula, contents of the courses and educational environments. Therefore, global citizenship education (GCE) has appeared in education as a reform movement growing rapidly and supported from all corners including teacher unions, governments, and organisations. Global citizenship education is best explained as a pedagogical response to the problems, solutions and chances of globalisation (Temel,

2016). When the world is getting borderless and therefore, smaller, these transformations regarding the globe are becoming everybody's concerns now. Thus, there is a growing attention for the effects of globalisation on education, against which the learners are aimed to be prepared (Dill, 2012).

It has been recognized by the educators that the need for more educational practices for global interconnectedness has raised awareness to improve the school curriculums and course contents in terms of more communicative and global perspectives to make the educational institutions more effective agents of citizenship education (Anderson & Rivlin, 1980). Cates (2003) clarifies the impact of global issues on language education. The way education has been taken is changed, therefore, the language teachers in the 21st century living in critical times, also face recent global challenges. The moral responsibility behind the profession to the society and the role of education in promoting peace, equality and active participation in the world's problems are able to enlarge the content of language classrooms. Moreover, the misjudged images about the other countries and their cultures among the youth have increased. Therefore, as the language content has more flexibility of topics compared to other subjects, it is able to provide a more integrated global education perspective.

Increasing awareness of global citizenship is among the basic objectives of foreign language education (cited in Ait- Bouzid, 2020; Byram, 2003; Weninger & Kiss, 2013). The role of coursebooks in English Language Teaching (ELT) is obvious as they are evaluated as one of the most common resources in achieving aims and objectives determined for the existing course content. Among all the multiple roles of the coursebooks, what is to be remembered is that coursebooks are helpful materials for learner practice and communication (Cunningsworth, 1995). Providing ready-made syllabi and activities, the use of coursebooks have increased in the language instruction, where many teachers follow it in the classroom as a useful resource. This necessity and wide use of coursebooks, eventually, lead the way to the exploration of the coursebook evaluation (Kayapınar, 2009). Although, the coursebooks facilitate learning in terms of illustrating the curriculum, they are not perfect as they might include problems related to social, cultural, linguistic and pedagogical contents, which nevertheless, could be improved with the necessary identification of the problems through the content (Ait-Bouzid, 2020).

1.1 Theoretical Framework

The theoretical framework of the study is grounded on UNESCO's (United Nations Educational, Scientific and Cultural Organization) Global Citizenship Education (GCE) Framework (2015). As global citizenship is a controversial term, the attention given to it in different dimensions such as education has also increased. Though there are many different perspectives about how to conceptualise global citizenship education, UNESCO creates a basis for defining global citizenship education, which is based on human rights and gender equality. These basics can be conveyed through as a source of activities (UNESCO, 2015). Therefore, as UNESCO's framework is one of the most current and detailed GCE frameworks developed so far, it has been chosen to be followed in this recent study. To be able to understand the study, it is important to clarify the main aspects of the whole framework.

As every part in the UNESCO's framework is connected to each other, the whole framework is explained respectively. Therefore, although the main concern of the study is domains of learning, in addition to that, learning outcomes, attributes and topics are also explained below in the chapter. GCE is structured into three core conceptual domains of learning (Figure 1): the cognitive, socio-emotional and behavioural, which are able to serve a basis for defining GCE goals, learning aims and priorities. These three domains of learning, which are all interrelated, present the learning processes they support. They correspond to the four pillars of learning described in the report "Learning: The Treasure Within': Learning to know, to do, to be, to live together" (UNESCO, 2015, p. 22).

These four pillars of education have been aimed to have a global vision in which learning becomes a part of not only the school but also the private and public sphere. With this in mind, *The treasure within: Learning to know, learning to do, learning to live together and learning to be*, which creates the four pillars of education is directly related to giving the children the education including all points mentioned above as it is what is meant by treasure. These four pillars are important as children are aimed to be thrived to support the fight against the factors or dimensions that prevent equal opportunity (Delors, 2013).

These four pillars given above are the core of UNESCO's framework for global citizenship education. According to these pillars, UNESCO's domains of learning, the

cognitive, socio- emotional and behavioural, are developed to shape global citizenship education. The whole framework is based on these domains of learning (UNESCO, 2015). The key learning outcomes, key learner attributes, topics and learning objectives in this guidance are based on the three domains of learning mentioned above (UNESCO, 2015, p. 22). As this framework designed specifically to measure the effectiveness of the global citizenship education and these domains of learnings are the main elements of this framework (Ait Bouzid, 2020), these domains of learnings provide an insightful understanding to evaluate the activities in the coursebooks this study aims to evaluate from a global citizenship education perspective.

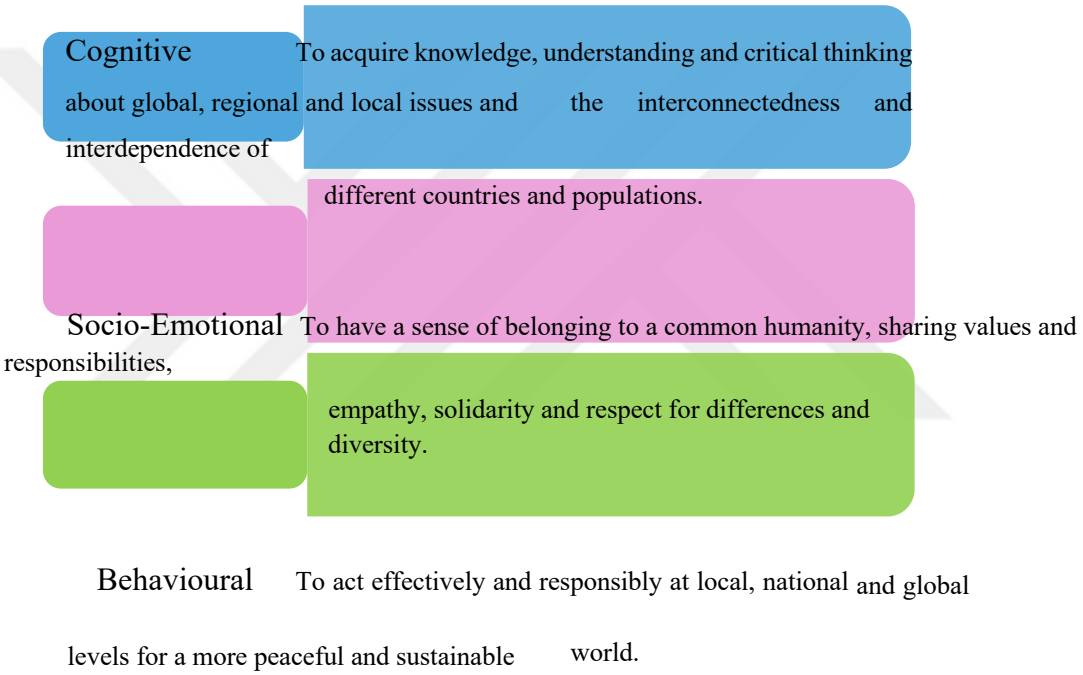


Figure 1. Core conceptual dimension of GCE (UNESCO, 2015).

Accordingly, the first domain, cognitive, is centred around what is to know about the world's challenges combined with the necessary thinking skills to develop a better understanding of the complexities and awareness of the world. The second one, socio-emotional, aims to develop a level of awareness into living together with the required values, attitudes, and social skills. The last one, behavioural domain, aims to equip learners with more active participation and engagement of the acquired knowledge, skills and attitudes. These three domains are the key components of the whole

framework developed, which means that all the key learning outcomes, attributes, topics and objectives derived from these domains of learning (UNESCO, 2015).

What is aimed to acquire three domains of learning (cognitive, socioemotional and behavioural) are explained through learning outcomes of GCE in the framework (Figure 2). These learning outcomes define the knowledge, skills, values and attitudes that the learners are expected to have (UNESCO, 2015). As can be seen in Figure 2, learners are expected to develop certain learning outcomes relating to three domains of learning. Each domain presents different learning outcomes to be acquired (UNESCO, 2015).

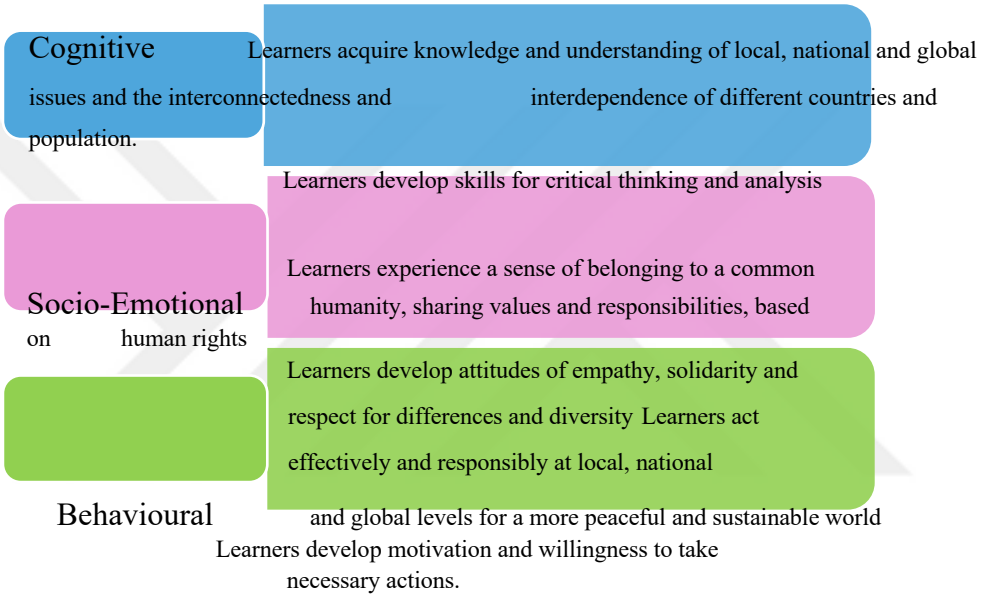
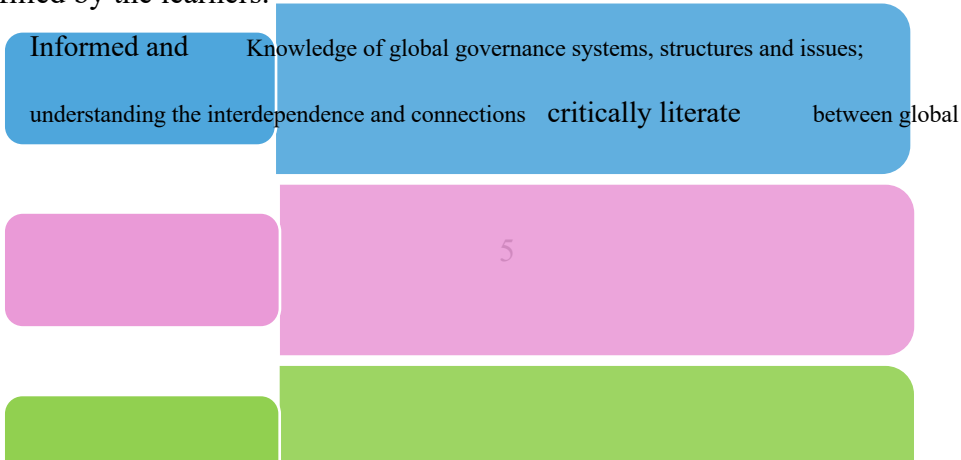


Figure 2. GCE learning outcomes (UNESCO, 2015).

The GCE framework also aims to develop a learner profile which corresponds to the learning outcomes mentioned earlier. These three learner attributes refer to the traits and qualities drawn upon the core conceptual learning domains of citizenship education, which is given in Figure 3 (UNESCO, 2015). Three learner attributes are "informed and critically literate; socially connected and respectful of diversity; ethically responsible and engaged" (UNESCO, 2015, p. 23), which is aimed to be fulfilled by the learners.



and local concerns; knowledge and skills required for civic literacy, such as critical inquiry and analysis

with an emphasis on active engagement in learning.

Understanding of identities, relationships and belonging; Socially connected understanding of shared values and common humanity; and respectful of developing an apreciation of, and respect for, difference and diversity; and understanding the complex relationship diversity between diversity and commonality.

Based on human rights aproaches and including attitudes and values of caring for others and environment; personal and Ethically responsible and social responsibility and transformation, and developing skills for participating in the community and contributing to a better engaged world through informed, ethical and peaceful action.

Figure 3. Attributes of GCE (UNESCO, 2015).

In addition to the indicated domains, learning outcomes and attributes, the framework highlights nine topic areas, which corresponds to each learner attribute given above in Figure 3. The topic areas are given below in Figure 4, where each topic is taken under a specific domain of learning. Based on these topics, agespecific learning objectives and key themes are developed for the framework (UNESCO, 2015), which are the main concern of this recent study.

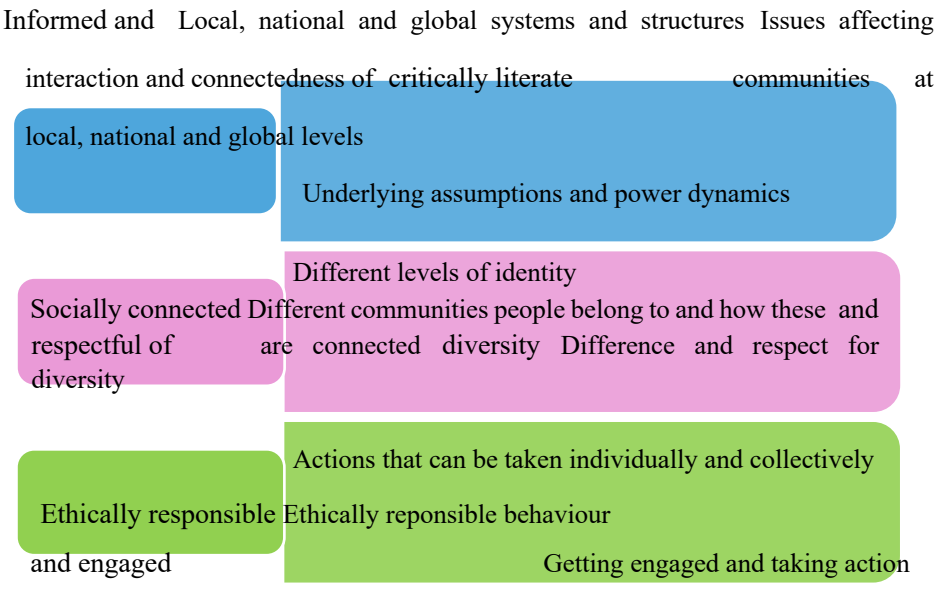


Figure 4. Topics of GCE (UNESCO, 2015).

1.2 Statement of the Problem

The Turkish foreign language curriculum framed by the Ministry of Turkish National Education aims to create English learners who are able to understand the values of different international languages and cultures while being aware of their own unique culture, which shows the emphasis on the recognition of cultural diversity (MNE, 2018, p.8). When the differences between home and target culture are asked to be given, it is explicitly mentioned not to create negative models for the students (MNE, 2018, p.9). Therefore, the new curriculum highlights a new learner profile which is sensitive to certain values of the society and has developed their intercultural competences as an outcome of the curriculum. It has attempted to include the key competences described by European commissions, which are social and civic responsibility, initiative and entrepreneurship, and cultural awareness and creativity (MNE, 2018).

With this in mind, as it is stated in the English language curriculum, it cannot be ignored that education includes some certain values which are inevitably given importance by the individuals and societies. It is claimed that the new curriculum designed in 2018 covers values education compared to the previous curriculum (Ministry of National Education [henceforth MNE], 2018, p.3). The values concerned in the curriculum are given as friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism and altruism. It has been planned that these values are given implicitly in the lessons by creating effective contexts. They should be embedded into themes and topics of the syllabi (MNE, 2018, p.6). The values listed above are highly included in UNESCO's published Global Citizenship Education: Topics and learning objectives guidance under the categories of three different domains of global citizenship education (UNESCO, 2015, p.42). They create a deeper perspective for global citizenship education as being part of this concept (UNESCO, 2015, p.47).

In this sense, this learner profile constructed by the Turkish National Education curriculum matches with the requirements of Global Citizenship Education in which the learners are considered as the active participants of the societies to build a more

tolerant, safe and peaceful world. Although there are studies showing the importance of global citizenship education, little has been carried out evaluating coursebooks in terms of global citizenship education. Some of the countries have been highly framing their curriculums in line with the values and beliefs of global citizenship (UNESCO, 2015). Turkish citizens are expected to communicate in English language which is seen as a major factor to achieve progress in economic, political and social contexts on an international level. Teachers are required to shape the necessary competences in and outside the classroom to have students learn English (MNE, 2018, p. 4). In order to achieve this, the essential materials should be developed according to the assessment criteria which promote the values and competences depicted in the curriculum. As the given curriculum claims that the purpose is to create communicative language users who are aware of the values both on a universal and national disposition, this is a direct relevance to global citizenship education (UNESCO, 2015, p.47). However, the studies implemented so far are inadequate. Turkish ELT coursebooks claiming to be promoting these concepts should be examined to see whether they fulfil the requirements of global citizenship values.

1.3 Purpose of the Study

This study aims to evaluate the coursebooks used in Turkish lower secondary state schools in terms of the Global Citizenship Education framework developed by UNESCO (2015). The increasing popularity of global citizenship education and its objectives are highly related to the ELT field in which English is considered as lingua franca in today's world. In addition to that, coursebooks are developed to teach English on the basis of current ELT issues as a basic material for language teaching in the classroom. Therefore, this recent study presents a perspective for evaluating the themes and content given in secondary state school coursebooks. That is to say, the study aims to fill this gap in the field.

1.4 Research Questions

In order to achieve the aims that have been mentioned so far, the following research questions are asked:

1. To what extent are the cognitive, socio-emotional and behavioural learning domains of GCE represented in 7th and 8th grade Turkish MoNE Secondary School English coursebooks?
2. To what extent do 7th and 8th grade Turkish MoNE Secondary School English coursebooks include learning objectives related to the GCE framework that is defined by UNESCO?

1.5 Significance of the Study

There are a few studies exploring GCE in ELT in Turkey as well as in the world. Nevertheless, it is important for language teachers to follow the recent trends and adjust themselves to these trends (Akyüz, 2019). Thereby, one of the main resources used in Turkish state schools are coursebooks, which do not only include information but carry out new cultures and what culture brings to the students. In addition to that, secondary school students tend to be able to develop skills for intercultural sensitivity (Akandere, 2021). This intercultural dimension of English could be able to promote global citizenship as cultural content makes it possible to interact and increase the familiarity within international contexts, which ultimately, provide an opportunity to enhance awareness on the values of GCE (Ait-Bouzid, 2020).

In the English Language curriculum published by the Ministry of National Education in 2018, the general objective is to raise Turkish citizens who are able to communicate effectively on an international level in order to follow the economic, political and social developments in today's world. With this in mind, it is claimed in the curriculum that the lesson objectives and activities are developed to achieve this objective accordingly. There is no study examining this evaluation up to our knowledge. Therefore, as the study offers an analysis of the activity objectives in terms of GCE values which are claimed to be included in the state school coursebooks, the study has a significance to cover this issue.

Although there are studies conducted in Turkey about GCE, this study is separated from them due to a few reasons. First, this study evaluates all GCE domains of learning, which are cognitive, socio-emotional and behavioural. Therefore, unlike the studies investigating on or integrating global issues into classroom practice, which are taken under cognitive development, this recent study includes all domains in detail.

1.6 Definitions

The definitions of commonly used terms in the thesis are given below in order to help having a deeper understanding of the study:

Global Citizenship (GC): “A global citizen is someone who is aware of the wider world and has a sense of their own role as a world citizen.” (Oxfam, 2015, p.5).

Global Citizenship Education (GCE): “It is a framework to equip learners for critical and active engagement with the challenges and opportunities of life in a fast-changing and interdependent world.” (Oxfam, 2015, p.5).

Chapter 2 Literature Review

2.1 Overview of Chapter

This chapter represents the brief summary of globalisation, global citizenship, global citizenship education and global citizenship in coursebooks. Following the effects of globalisation on education in general and language education in specific, its relations to global citizenship are discussed. The difference between citizenship and global citizenship is clearly given to define the various perspectives of global citizenship in the literature. The importance of global citizenship education is explained, in which different global citizenship education approaches are introduced including Oxfam's (2006) detailed global citizenship education explanation. As a final point, global citizenship education as a concept in the coursebooks and related research on coursebooks are summarised in the chapter.

2.2 Globalisation

The world has become global (Scholte, 2005). With the need of finding new trade markets and areas, the European explorers supported by monarchs and merchants went into searching the world. Many became globalising forces with their imposition in different fields such as in social, economic and religious perspectives (Boli & Petrova, 2007). Technological and economic developments starting from the seventeenth century with the colonial power of Britain, which was followed by the industrial revolution in the nineteenth century, and the enhanced economic power of the United States of America in the twentieth century affected the whole society. The media, communication, transport, broadcasting, academic, political and international developments have been changed to a great deal (Crystal, 2003). At first, globalisation was not for all but for the elites only. Not everybody had the chance of trying on silk textiles imported from these new colonies. However, this changed mostly when the accessibilities to the various resources improved. Communication and travelling got easier. Middle class had opportunities to be part of these routines which were once thought of as luxuries. Globalisation as the term itself refers to `becoming global " has largely broadened its routines in this sense (Boli & Petrova, 2007).

Globalisation has been interesting to many theorists and become one of the most controversial topics lately (Ritzer, 2003; Kumar, 2003; Kellner, 2002; Fairclough, 2006). Kumar (2003) states that it has been described in various ways such as "condition", "phenomenon", a "stage" or "phase" while some define it as a "discourse", "an ideology" and the most common one is "process" or "processes." Ritzer (2003) points out that "globalisation is not a singular process but a term that encompasses a number of transnational processes." Kellner (1997) reveals that although the definitions of globalisation can be both positive or negative, he suggests it is "multivalently to describe highly complex and multidimensional processes in the economy, polity, culture, and everyday life." Bloom (2008) defines that "globalisation refers to the integration of economies via movements of goods, capital, ideas and labour."

As an uncertain concept cannot be evaluated properly, it is highly important to clarify what is meant by globalisation. There are a number of different definitions of globalisation four out of which can be considered as main definitions since the term appeared first in the academic literature. These are globalisation as internationalisation; globalisation as liberalisation; globalisation as universalities; globalisation as westernisation. However, none of the above actually contributed a new perspective to the literature. Considering that no definition is definitive, a new fifth approach which interprets globalisation as transplanetary connectivity appeared. According to this new notion, as the obstacles before reaching out social contacts have been decreased, people from all around the planet Earth started to have more opportunities to become active beings to be able to engage in the world in various terms such as culture, language, law, physical and psychological ways without barriers (Scholte, 2005).

Transplanetary connectivity shows "the where of social life". Globality takes the world as a whole unit as the social interaction itself occurs in it. The world itself, globality, refers to transplanetary "across the planet" relations indicating that social links between people take place anywhere and anytime on Earth. One important concept defining transplanetary connectivity is spatiality, which means communication among people appears in somewhere and any social relation is bound to somewhere or something. Moreover, it is not only limited to any territorial location but it can be quite instant. Telecommunication services allow these immediate and instant links (Scholte, 2005). Effects of mass media cannot be denied as it presents the

inescapability of the globalised world (Boli & Petrova, 2007). It spreads messages immediately to different audiences from all around the world. Ecological topics such as climate change, decrease in biological diversity expanded to the lives of everybody. Global human rights defenders do not only consider certain parts of territorial borders to reach out help to the ones who need it (Scholte, 2005). Therefore, acceleration in movement of people, objects, opinions and knowledge is inevitable due to the decreased borders of space and time (Garrett, 2010).

2.2.1 Globalisation in education. As Khan (2014) states, globalisation connects individuals and establishments across the world. Technological developments and the internet have made it possible to reach every part of the world, which created new multicultural communities being able to discover existing or new possible opinions, ideas, people and commodities all around the globe. Globalisation is not only related to the structure of global scale but also new relations between this global scale and other scales (Fairclough, 2006). As Fairclough (2006) indicates "a scale is a space where diverse economic, political, social and cultural relations and processes are articulated together as 'some kind of structured coherence." A spatial entity, which is any possible community in any size, might be in the process of rescaling when it connects to new other scales. This recontextualization process includes the appropriate acceptance of the recontextualizing context with its heritage, systemic properties, institutional features, social relations, power relations and struggles between various social and political classes as well as its population's beliefs, attitudes, and identities. Thus, re-scaling of a spatial entity like a nation state is a complex process as it might have unpredictable outcomes in these new acquaintances with other scales. Globalisation causes patterns of movement across national boundaries, resulting in more diverse communities within them, which could question traditional representations of "imagined community" of the nation (Anderson, 1983). Considering this, due to globalisation and migration, the nations are getting heterogenized as they start to include more racial, ethnic, cultural, linguistic, and religious diversity (Banks, 2004).

Education carries an important role in this globalising progress. Every country has its own national education policy that promotes certain values, belief systems and historical perspectives (Khan, 2009). Educational programs bring new aspects of

working, learning and evaluation and cultural effects in the form of new values and attitudes (Fairclough, 2006). The individuals improve their abilities and potentials via education. Besides, they acquire knowledge of the world and meet new people, which ultimately creates an awareness towards others at a social level (Bloom, 2008). Education is the process of enhancing human capacity to provide personal development both for the person along with others. The aim of education today is to foster life in its wholeness, to carry unity and consensus with the help of globalisation in order to reveal the best version of diverse cultures and human dignity (Raminez, 2008).

The diversity coming with globalisation can be enhanced via educational institutions to introduce them to the new generations (Khan, 2009). One of the positive aspects of globalisation is the exposure to another culture, which makes the young approach more to the realities outside of their own country. When one is born into a culture, it is mostly assumed that understanding of culture is brought within the local community. However, this process comes with learning about it. Educating students about this creates sensitivity towards one's own cultural roots. Moreover, respect for cultural diversity starts with learning about one's culture (Raminez, 2008). Societies become more tolerant to the ones who come to their country from different backgrounds for various purposes (Bloom, 2008). As globalisation brings an attitude of equalising cultural differences, it might be an option for people to make use of dialogues by questioning and discovering about one another (Schröttner, 2010). In this sense, education creates individuals who can carry the needs of globalisation. It is with these individuals that bring new benefits and opportunities for their societies. Therefore, education has been an essential element in the globalising process (Bloom, 2008).

Globalisation is not only an exchange of products and services but also meanings and symbols. This flow of social relations creates a diversity rather than a unity resulting in clarifying the aim of multiculturalism, which is maintaining the different cultures without hindering the regular pacing of society (Banerjee& Linstead, 2001). As a result of becoming transnational, categories of culture are conflicted. Globalisation of media, capital and culture brings new and complex perspectives of belonging. Besides, it is not possible to ignore how cultural logic works in today's world (Shome, 2012). The diversity coming with globalisation is reflected in

education. The effects of globalisation on education are reflected as a part of multicultural education which enhances awareness on cultural identity and plurality and world citizenship (Şentürk, 2008). According to Banks (2008) multicultural education is an educational reform movement in today's globalising world with the aim of providing all students an equal opportunity to learn in school (Bank, 2008). As Persell (2004) states, school might change children who attend from different social classes due to the fact that they are not the same person as they first enrolled the school with the different types of instructions which they take throughout the education process. Therefore, schools can provide a change to eliminate inequalities.

Education has been affected by emerging technologies and media to a great deal (Block& Cameron, 2001). The spread of opinions, goods, technology, capital and people is highly more available due to global transport and communication (Schröttner, 2010). People are able to share opinions and information in a very short time on a global basis. The increased use of blogs for various purposes not just for writing personal journals but also reporting news are read every day by different audiences. The content of these media such as blogs might range from human rights in China to the US occupation of Iraq, which makes it easier to catch up the events in the world beyond the immediate environment (Zuckerman, 2008). The awareness of people towards each other is increasing as a result of becoming globally interdependent and they start to examine the planet as somewhere in which countries and people share the common chances, sources and future (Basiga, 2004). In addition to that, people can be part of events without even being there through the media, which provides people knowledge of the different parts of the world about topics such as human rights. With this in mind, education can assist people to acquire more accurate knowledge on these controversial topics which might be considered true despite not being true (Scheunplug, 2010).

As well as obscuring the national borders, globalisation changes the solidarities inside and outside the nation state. The state level is mostly affected by affairs regarding human rights, regional states and international democracy. It is important to understand how globalisation and its relations with these issues reshapes the civil society in order to understand the issues having priority in education (Torres, 2002). Consequences of globalisation such as human safety, social justice, environmental care and democracy have been considered as human's responsibility leading to

developments for those who need improvements such as in Third World countries. While globalisation brought wealth to some, the others are not part of this process. These others are not able to utilise the resources of the planet. People all over the world are facing different challenges. The actions to make these challenges decrease have started to take place. Different kinds of education such as peace and global education have been added to the school curriculum so that more awareness can be given about these challenges and inequalities. Although it is globalisation that brings challenges, it is also globalisation itself that provides solutions as creating awareness on the global basis comes with utilising an education perspective according to these problems on a global basis. In this sense, globalisation is highly able to provide an environment where more equitable manners might be brought to practise education for all students. (Basiga, 2004).

The importance of communication and interaction on the transnational basis, which is the consequence of globalisation, has also influenced language education policies (Ateş & Aytekin, 2020). The utilisation of languages in determining integration of which and how languages are taken as the part of teaching and learning processes have changed due to technology, migration and transnational connectivity. A more dimensional education perspective with more integration of intercultural competence supported with increased contexts and language learning rather than with the only focus on form and function should be prioritised. As the world changes, the ability to adapt to these changes is depending on a curriculum which should be designed globally focused. In this sense, the old traditional language teaching techniques are not enough anymore (Păstae, 2018). Therefore, language as the conveyer of culture is inevitably interacting with globalisation (Sun, 2013).

As being the conveyor of the cultural elements, language is influencing the world in terms of continuous communication between nations and countries (Sun 2013). With this interaction, it is highly probable that language knowledge plays an important role in international power relations. With the increased communication of countries, they had to maintain their power and status in the globalised world (Ateş & Aytekin, 2020). It is with globalisation that an environment in which competition has been created as a borderless world. Individuals equipped with many skills such as being qualified in effective use of foreign languages come forward more than the others, which is leading countries to prioritise the process of educating their citizens as individuals being able

to take part actively in the world economy in order to benefit from globalisation. Thus, the significance of knowing a language affects education processes to a great extent (Altan, 2017).

Block (2008) states that language is framed in new ways, one of which is considering the fact of commodification of language. The knowledge of language is valued as a skill in the job market. There are two main consequences of this process. First, it enables preserving and promoting the language resulting in making a good economic flow. Second, as language can be evaluated as a measurable skill now, which is in contrast to be taken as talent or related to only a group of people inherently. This commodification process determines which language is to be taught in schools throughout the language teaching as the job market affects the educational authorities to lead their policies. One aspect prioritised is that language can be shaped as a communication skill, which is a valuable outcome for job opportunities. Beyond carrying knowledge, language shapes the perspectives and ideas of people. As types of people differentiates due to globalisation people encounter new cultures. Globalisation brings people from various backgrounds together. Their cultures are shared via language within and outside the nations (Ateş & Aytekin, 2020). Having mentioned in the beginning, language learning is not only a process of attaining grammar and vocabulary knowledge but also bringing a deeper perspective of understanding culture carried with it. Creating intercultural awareness and reducing stereotypical opinions are also essential purposes of language teaching, which are added to the curriculum. Learners are supported to explore both their own culture and the target cultures via language (Ivan, 2012).

Apart from learning English due to job opportunities in the global market and getting to know different cultures from a general perspective in a less prejudiced way, language learning is important for maintaining more peaceful relations within the diverse groups formed with multicultural backgrounds. As they live together especially in cosmopolitan cities, people interact with each other in their daily lives. Providing fluent and proper communication is possible with being able to speak a language. A fluent interaction shapes people's thoughts and opinions of others and affects their personalities to live in harmony (Ateş & Aytekin, 2020).

According to Crozet, Liddicoat and Bianco (1999) cultural diversity is prioritised in multiculturalism which is brought about by globalisation. The ability to perform more

than one language broadens one's horizon into others. Individuals have cultural maps in their minds providing assumptions of what is standard and what are the norms provided to make sense of the world. However, these maps can be prejudiced or misled. A perspective to adjust ourselves into a deeper understanding towards others requires educating ourselves about it. A language education which makes use of an intercultural approach to language education is highly possible to contribute to people in reshaping their thoughts and ideas. Therefore, language study is able to introduce more positive attitudes, empathy and awareness into others. The importance of multilingualism is that efforts to educate people for multicultural communication from a monolingual perspective is likely to bring more stereotypes about the other culture. This kind of education makes students interpret the other culture as a recognized deviation. As culture is not exposed to learners with language education, it limits the behavioural change such as providing peace and tolerance.

The interaction with different groups has increased the necessity for some countries to create "global citizens" who are able to take a step and move in unity to face the global challenges or issues all around the world together (Ateş & Aytekin, 2020). This concept is likely to encourage students to be equipped with essential skills, knowledge and values in order to perform within and outside their cultural community. As globalisation has an effect on communities including their beliefs, norms, behaviours and economic performances, the communities have become more diverse than ever resulting in blurring the national boundaries. The Universal Declaration of Human Rights (1948) has promoted international human rights. Thereby, this has been set in the schools as part of education programs with the concept of global citizenship to provide the needs of globalising worlds (Banks, 2008).

2.3 Global Citizenship

It is highly important to define citizenship to understand global citizenship (Schippling, 2020). Citizenship indicates the concept of participation in public life from a more general perspective in political life, which clearly shows the interaction of the person with the state. A citizen, in this sense, is an individual who is able to govern and be governed with the appropriate features including autonomy, judgement and loyalty. Besides, the concept struggles with the rights and entitlements as well as responsibilities towards others (Steenbergen, 1994). Citizenship signifies specific legal and democratic processes promoting a connection between the citizen and state in a

distinctive manner implying the social status and power this relation brings (Lagos, 2002**).** Steenbergen (1994) states that the Marshallian concept of citizenship is still acceptable to analyse and improve new concepts from it. Marshall (1950) defines citizenship in three parts, which are civil, political and social. The civil element consists of rights and freedom of a person including freedom of speech, religion, opinions, having own property and right to justice. Each person has equal rights in the law process. Political element is having a right of taking part in political exercises such as becoming a member of a political authority. Social element is having the right of maintaining a standard social life from economic needs to cultural heritage as a civilised being.

Citizenship brings an active participation of the individual in public issues and beyond the official channels of the government. Citizens being political agencies are able to make individuals be recognised and give them a voice in the system as well as causing change in public or transforming the system itself into a new form. Engagement in civic issues has revealed a new dimension on the notion of what is described as "public" due to transnational relations brought with globalisation (Slaughter& Hudson, 2007). Citizenship can be defined traditionally under four components, rights, duties, participation and identity. With the recent alterations including radical democracy and communitarianism in the 1980s and a change towards identity as a result of cosmopolitanism in the 1990s have naturally questioned rights and responsibilities. The main concept questioning citizenship here is culture, which has been connected to citizenship to a great extent recently and can be evaluated as a basis of citizenship. Rights also include cultures as being negotiated and formed in specific contexts. With this in mind, cultural rights provide groups including ethnic minorities to have rights to difference resulting in giving these groups a static and defined identity. Therefore, as it is likely to start with rights, citizenship might be extended due to the relationship between identity and culture with their connections to the community (Delanty, 2007).

It is not possible to evaluate globalisation as merely an economic change. Due to the alterations in nation- state perspectives, the nature of citizenship has also changed. The notion of intellectuality has come on the surface. Besides, cultural and social changes questioned the adjustment of citizenship in the context of a state. Globalisation has decreased the feeling of attachment to the nation- state by making the social groups become less connected. In addition to these points, approaches to human rights sticked

to citizenship have expanded their scope under which the citizens equally take part in common culture (Turner, 2007). Human beings deserve equal worth without any differences with the understanding of providing basic needs for a good life. The attitude of treating with equality has also shaped a social life with the awareness of helping, which enhances the potential of living in a better community. This moral aspect of human being forms duties to prevent the possible conflicts or challenges happening to others and create a better well- being for them. These duties which can be evaluated as general and special duties, in which the previous one refers to the responsibilities to all human beings in a broader perspective. In light of this, the given framework developed around human rights is highly enhanced to explore the concept of global citizenship (Parekh, 2003). Falk (1994) describes four extensions of citizenship for the global scale. First, the main perspective is to provide a unity in human experience and increase interest in politics for considering the planet as a whole place to live under the conditions of peace, equality and sustainability, which is to construct a better world for all ultimately. Secondly, the wide spread of globalisation is enhanced with new sets of trends, which prioritises the importance of global citizenship. Third element is improving the attitude of taking necessary actions in consensus to provide better conditions for the environment because of the fact that without these adjustments, it is not possible to survive in the future. Thereby, human survival highly depends on active global citizenship with the required awareness and given importance to natural viabilities and political actions. The last and fourth element is actualizing the needed actions by broadening the horizons of people not only with calculation of the appropriate activities but also mainstreaming them to the public. This overlapping dynamic of four elements of engagement shows the features of being a global citizen whose purpose is to build a better planet.

Parekh (2003) explains that global citizenship has three major components. First, it includes an awareness towards the policies of one's own country and makes sure that it does no harm to anyone within and outside the nationality, which enhances the common interests of humanity on a global scale. Once a global citizen acts on the behalf of their own national borders and deepens their national citizenship, universal duties can be performed better. The sense of responsibility is improved with the feeling of a strong commitment to the society, which means it is more important to feel ashamed in the act of bad behaviour and responsible for preventing it. Secondly,

globally oriented citizenship promotes the active interests in the problems or events of other countries as caring for people all around the world should be a concern to us. Besides, their effects on our beings are also inevitable. Globally oriented citizens are equipped with a strong sense of responsibility to the people of other countries and feel a duty to protest against, help for and engage in their affairs. Their purpose is to lead every citizen to maintain a good life with the basic human rights provided. Thirdly, globally oriented citizenship promotes an active commitment to construct a right world order as working together with fair conditions for mutual concern.

As what is happening somewhere else is likely to be shaped by other places, we are connected to each other mutually and cannot live in an isolated manner, which makes it essential to define global citizenship. Considering this, the current citizenship model named as global citizenship has different definitions as there is no consensus on them (Başarır, 2017). According to Noddings (2005, p. 2-3) "A global citizen is one who can live and work effectively anywhere in the world, and a global way of life would both describe and support the functioning of global citizens." Mclntosh (2005: 23) defines global citizenship as below:

> I associate global citizenship first with several capacities of mind: 1) the ability to observe oneself and the world around one, 2) the ability to make comparisons and contrasts, 3) the ability to "see" plurally as a result, 4) the ability to understand that both "reality" and language come in versions, 5) the ability to see power relations and understand them systemically, and 6) the ability to balance awareness of one's own realities with the realities of entities outside of the perceived self.

As reported by Ousley and Starkey (2005) **c**itizenship is evolving into a bigger perspective as national citizenship is not enough to pace with the globalised world. Cosmopolitan citizens with their multiple identities participate in the community they belong to and also the ones they are linked to. Besides they are aware that they share basic similarities with others, which brings a sense of citizenship shaped by common awareness of humanity apart from a state related perspective. They act not only locally or nationally but also globally. They form associations between issues, events and problems at all levels believing that every citizen without any exceptions has equal rights. Oxfam (2006: 5) sees the global citizen as someone who:

- Is aware of the wider world and has a sense of their own role as a world citizen.
- Respects and values diversity.

- Has an understanding of how the world works - Is passionately committed to social justice.
- Participates in the community at a range of levels, from the local to the global.
- Works with others to make the world a more equitable and sustainable place.
- Takes responsibility for their actions.

Dower (2008) explains that claiming oneself as an individual who accepts the idea that all human beings are important is described under the notion of being a global citizen. One has responsibilities toward others in accordance with the universal norms and values bringing awareness toward each other. We are part of a common humanity, in which we share the same global problems and have duties to take actions such as for those suffering for many reasons or environmental issues. People all around the world, even countries with few nongovernmental organisations, have started to hear about the global problems and investigate possible solutions through the global communication networks. In this sense, global citizens are the ones who accept and take actions on the behalf of global ethics as a member of a collective structure. From this ethical perspective, the notion of global citizenship brings a certain form of awareness based on optimism that voluntary efforts can make things better with people who act out for it.

Evan (2008) indicates evaluating the concepts of human worth including equality and its principles is not a new concept. Nonetheless, forming a universal concept of rights with its ethical backgrounds and values, which have been defined legally is more likely to be evaluated as quite new. The spread of human rights on a global basis has been often evaluated as the moral results of economic globalisation. The interests of the powerless have improved, bringing in the main reason behind the worldwide spread of human rights as opposed to the idea that interests of the powerful have an effect on it. Human rights have influenced local structures embedding itself as being part of the cultures of these structures to provide better conditions for the daily lives of ordinary people. Even though the moral motives for acting on the behalf of human rights are not clarified entirely, emergence of human rights organisations have brought a voice for those on an international level breaking the dominance of the state's monopoly by empowering alternative channels to hear from the challenges all around

the world. The moral movement among the nongovernmental organisations within this brutal reality has been shaped as a global civil society, which implies an awareness towards global human rights (Ignatieff, 2001).

According to the global citizenship model of Morais and Dogden (2010) global citizenship has three dimensions which are connected to each other: *social responsibility, global competence* and *global civic engagement*. The first one, *social responsibility* can be classified within 1) *global justice and disparities* in which students learn about social issues and engage with the examples of global justice and disparities, 2) *altruism and empathy* in which students study on different perspectives and build an ethical understanding of social service referring to both global and local issues, 3) *global interconnectedness and personal responsibility* in which students discover the connections between local actions and their impacts on the global level. The second one, *global competence* has three parts: 1) *self-awareness* in which students get an awareness of their strengths and limitations in order to take part in intercultural relations, 2) *intercultural communication* in which students acquire necessary skills for intercultural connections, 3) *global knowledge* in which students learn about world issues and events. Third, *global civic engagement* consists of 1) *involvement in civic organisations* in which students participate in volunteer work in global civic organisations, 2*) political voice* in which students establish their political views depending on their global knowledge and actions in public, 3) *glocal civic action* in which students take part in local action for a purpose which enhance their engagement through global agendas.

Figure 5. Global citizenship conceptual model (Morais & Ogden, 2011).

Larsen (2014) presents in her framework of critical global citizenship that it consists of two main components: *Awareness/Analysis* and *Engagement/Action*, in which the relationship between these terms have been prioritised. The first component, Awareness/Analysis has three different dimensions: *critical awareness and analysis of the Difference*; *the Self*; *the Global*; and *Responsibility* (See Figure 5). *Difference Awareness* includes awareness and respect for the diversity of opinions, attitudes, assumptions and actions all around the world. As well as the knowledge of one's own culture, a critical global citizen is an attentive person to the notion of "others" whose cultural opinions, attitudes and actions might contradict the ones the others have. A global citizen evaluates the concept of difference in terms of contemporary understanding with its history and prejudiced views it has been attached to it.

The second dimension, *Self-Awareness*, promotes the consciousness of one's own identity with the emphasis on the understanding of its being a complex, changing and flexible nature. *Self-Awareness* shows that a person's worldview has limits and is not accepted universally. The knowledge of oneself enhances the idea that one is able to interact or get in touch with others adequately outside their own comfort zone. The third dimension, *Global Awareness*, engages within the state of the planet connecting different interdependencies together. Issues affecting today's planet with their impact on the local areas such as "poverty, homelessness, HIV/AIDS, lack of access to clean

air and water, housing, food and clothing, which are related to inequalities based on gender, race/ethnicity, social class" (p. 6) etc. are prioritised to develop an understanding towards them. *Responsibility Awareness* gives awareness towards how to be able to act out against the inequities and injustices. The main points of responsibility are having a sense of concern and caring for others including people and environment. This responsibility is not in the sense that West/white Europeans have superiority to help the others, who are victimised, but in the sense that the responsibility is shared equally to take part in the process of helping.

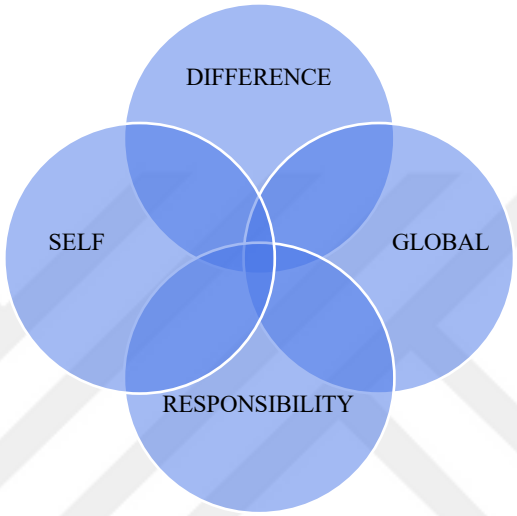


Figure 6. Critical global citizenship: awareness/analysis component (Larsen, 2014).

Engagement/Action, the second component, consists of three overlapping dimensions: *Self-Action*, *Civic Action* and *Social Justice Action* (See Figure 7). After the person recognizes one's identity and has an awareness of differences, global challenges and responsibilities towards others, a critical global citizen can help less privileged others reach a more privileged life as the one they have. The first dimension of *Engagement/Action* is *Self-Action*, which promotes the actions one performs in their daily lives to show respect and concern to others. The second dimension, *Civic Action*, indicates participation in social life at all levels as a reaction to awareness of individuals. The third dimension, *Social Justice Action* is a broader term referring to the exchange in power dynamics among individuals, groups and institutions, which creates a change.

Figure 7. Critical global citizenship: engagement/action component (Larsen, 2014).

2.4 Global Citizenship Education

Recent occurrences have increased the importance of global citizenship education as a subject which should be discussed (Aboagye & Dlamini, 2020). The countries are not isolated any more due to the increase of global interrelatedness on the individual and national levels, which has led citizenship to be practised within global context. With this in mind, many of the educators have recognized the importance of creating an appropriate educational context for the need of this global interrelatedness. The school curriculums have been revised in the sense of making schools more active and adequate agents for giving citizenship education according to the global world of today. The traditional curriculums based on mainly Western perspectives have been changed into more global ones with the addition of introducing different contexts from non-Western countries and decreasing the biases about them. Rather than focusing on a particular regional context and taking it as isolated units without considering its relations with each other, it should be considered within an extended global perspective. Therefore, a curriculum connecting individuals and societies together to show them their interconnectedness and unity should be practised via curriculum development. It is with this global perspective that the world is not examined as the passive transmission of facts but rather the active use of them to enhance the participation in the processes of global challenges concerning all communities. Citizenship education curriculum, in this sense, has broadened into a more global one, in which the individuals are not only observers of the world but are responsible human beings with their participation in the world issues with their personal, social and political actions (Anderson & Rivlin, 1980).

Waks (2008, p. 209) defines *The New Cosmopolitanism* as the concept which is "a synthesis of liberal universalism and communitarianism that accepts some communitarian insights while subjecting others to liberal critique." According to *The New Cosmopolitanism*, moral universals are considered as useful tools to make the global projects happen. The ethnocentric point of evaluating moral universals such as human rights is rejected, which claims that basic human rights are for all without any variations. Furthermore, due to its practicality on the way of maintaining a process of helping with the issues and challenges in which human rights are at risk, the old is aimed to be preserved but not to be destroyed. They search for various ways of bringing all diverse groups together for a consensus on the important common interests and challenges with different ideas and solutions, each of which is likely to appeal to these different groups. In this sense, *The New Cosmopolitans* are pluralists whose aim is to adjust cultural differences to reach practical consequences on global issues. With this in mind, shaping citizens who are able to take part in cosmopolitan actions formed with the contributions and sources from various ethnic and national groups within the appropriate interaction has led the need of Cosmopolitan citizenship education, aims of which are (a) broadening the cosmopolitan potential of formal setting and building connections among the city and these citizens (Waks, 2008).

It is highly clear that global justice can be acquired when the inclusion of all people is provided (Nussbaum, 2006). With the growing diversity all around the world, citizenship education is to change to prepare the learners to engage in the 21st century with the necessary skills. Citizens should be equipped with the required understanding and behaviours within their communities and beyond their borders. They are expected to be part of building national civic culture according to democratic aims and morals such as given in the Universal Declaration of Human Rights. Citizenship education with a new transformed form is needed in the current settings of the nations due to the large number of immigrants, ongoing racism and the power relations among social classes. It is important to maintain an effective interaction with their own shared national culture. Furthermore, every cultural and ethnic community should be respected and valued not only because of the fact that they provide a confident space for the minorities but also, they are part of the nationstate and valued on their own as being the citizens in the community. With this in mind, global education should be able to develop an awareness of how interdependent the nations throughout the world are

in forming a global community with the proper attitudes and identifications. Therefore, one of the fundamental objectives of citizenship education is to help students enhance their consciousness of global identities and actions which are important to take as being the global citizens of the global community in order to solve the global challenges (Banks, 2008).

As education is considered as an important tool for creating social change, the contributions of global citizenship in education should be clarified. Besides, citizenship education is getting attention worldwide as reaching a more global perspective which has been called world citizenship education nowadays. Even though world citizenship is not a new concept, the dynamics of world citizenship in education have changed with the requirements of the twenty-first century. The idea that citizenship education was established with the understanding of creating a cohesion within the borders of a nation-state has been shaped with the emergence of a more global perspective. Borders and boundaries determined previously are getting more dynamic and connecting national and global contexts together. A mindset is to be developed to enhance the understanding of going outside the boundaries of nations and developing global citizenship, which can be provided mostly with its integration in education. Global citizenship education (GCE), therefore, is a positive reflection of common humanity as its aim is to create more cohesive diverse communities with the systemic mechanisms that secure the recent multi-dimensional societies (Golmohamad, 2008).

Osler & Vincent (2002) points that there has been a need for educational systems to contribute to the needs of global competitiveness, which emphasises the importance of schooling processes as they develop individuals who can participate in the global competitive business market. If globalisation processes are formed by citizens at all local, national and regional levels, schools are to shape learners not only as national but also global citizens providing the demands of peace, democracy, human rights and global ethics in education. According to their perspective, global education has been analysed within two more concerns which are related to morals, judgements and actions in the contexts of cultural pluralism. First standpoint is how to enhance collective decision-making and behaviour both in the schooling processes and multicultural learning communities. The second point is the possibility of forming an understanding of shared values in these multicultural or plural contexts. With this in

mind, pluralism indicates that all human beings are worth equal values. Besides, no culture is fixed and they include diversity. Therefore, the main point of global education is to create global citizens participating in the process of forming local and global communities in the future in which topics such as peace, human rights, democracy and development are addressed.

The evolving nature of citizenship questions how these demands should be supported by the schooling processes. There has been an increasing need to integrate a sense of global-mindedness into education to raise an awareness of how the world is connected to and responsible for each other (Pashby, 2008). Pashby (2008) indicates that global citizenship education evaluates the global challenges beyond the national perspective and does not prefer to be interfered with the approaches of social studies as they are keen to create false impressions on the concepts of foreign places and peoples. Social justice and democratic principles are prioritised in the currently developed GCE approach due to the interconnectedness that has been shaped by multiple identities and allegiances. GCE is highly based on the criteria of citizenship education aiming to promote a sense of belonging, which is related to the notion of identity. As diverse, overlapping and socially constructed self-images of people and groups form citizenship and it should be negotiated under these conditions, it is quite probable that GCE enhances an educational framework to support these demands in the global era by providing an alternative to nation-centric approaches of citizenship education.

Wright (2011) points out that GCE has been evaluated from the perspective of postcolonial theory recently and its association with cultural diversity is mainly highlighted. As an alternative to Eurocentric Universalism which is more territorial and belongs to the institutional systems in terms of its perceptions on citizenship, what is called Divisive Universalism is not limited to only the nation scale, which makes it a broader perspective to evaluate GCE. This sort of universalism is provided with critical pedagogy, which shows the interaction between centres of power and educational processes enhanced with universal morals and brings an alternative to existing GCE. The main purpose of critical pedagogy is to create social change to reduce ignorance and increase knowledge in terms of recognizing and making others heard. According to the approach, the practices of GCE in the classroom are classified. Firstly, the class should be a place in which a perspective beyond Eurocentric universalist perspective should be explored by reaching out the resources of self-

reflection for the locations and interests in given education discourse. Secondly, individual subjects should be included in the classroom not only in favour of generally accepted perspectives of globalisation but also different nondominant perspectives of the global rather than taking it only in tokenistic ways. Moreover, due to the fact that some nations have control over some others, GCE should empower the idea that citizenship is not limited to national belonging but also free from the problematic paradigm of rights. Thirdly, GCE should have two appropriate ways of approaching the problem of difference. Firstly, the issues of race, ethnicity and class are introduced to the learners and they are supported to reflect on their essentialist views equipped with hermeneutic tools to investigate this process with a more broadened presentation of these issues. Second, the idea of construction of difference should be emphasised rather than claiming that difference is natural.

Nguyen (2015) looks at GCE from a different angle in which a Buddhist perspective is evaluated in terms of conceptions of self to provide social transformation. According to the research, the perspective given showed that the self can be transformed with its sense of awakening as the experiences based on difficulties and sufferings are not the final points in life. Rather, these moments bring social and ethical consequences to the self which help them to reflect more in their actions. As social transformation is needed, the social work that is the way to acquire this outcome can be identified within two versions, which are a) the unskilful work and b) the skilful work. First, unskilful work is related to the work of a clouded mind which refers to the thinking processes with assumptions, arrogance and prejudice. If social work turns out to be the actions of a clouded mind, the criteria of global citizenship is not fulfilled as they do not imply any change in their attitude towards others. On the second hand, skilful work is related to the work of a clearer mind, which defines the thinking processes of the mind in which it is clearer than the starting point of the action. The performing process is carried in wisdom and compassion. The approach to social work is peaceful, which creates an environment to communicate openly bringing out another dimension to global citizenship practices.

Oxfam (2015) defines global citizenship education as below:

> Education for global citizenship is a framework to equip learners for critical and active engagement with the challenges and opportunities of life in a fast-changing and interdependent world. It is transformative, developing the knowledge and

> understanding, skills, values and attitudes that learners need both to participate fully in globalised society and economy, and to secure a more just, secure and sustainable world than the one they have inherited.

According to Oxfam (2015) the young are taken as the agents of change in which they are given a chance to develop their skills in this area. A growing interest in educating for global citizenship has been highly recognized all around the world for basic reasons. As the more the students encounter recent global issues and challenges through the media and their own experiences, the safer environment they need to learn and discuss about them. It is with the education for global citizenship that the generations have been equipped with the necessary vision to bring some solutions to the challenges within and outside the national borders. Besides, interconnectedness that we live in today's world makes the global be part of our daily lives and analysis of these daily lives is essential to promote a global perspective on the basis of local issues. With this in mind, GCE can help learners to acquire basic skills in critical and creative thinking so that they are able to enhance their participation in the understanding of the global context.

Knowledge and understanding	Skills	Values and attitude
Social justice and equity	Critical and creative thinking	Sense of identity and self-esteem
Identity and diversity	Empathy	Commitment to social justice and equity
Globalisation and interdependence	Self-awareness and reflection	Respect for people and human rights
Sustainable development	Communication	Value diversity
Peace and conflict	Cooperation and conflict resolution	Concern for the environment and commitment to sustainable development
Human rights	Ability to manage complexity and uncertainty	Commitment to participation and inclusion
Power and governance	Informed and reflective action	Belief that people can bring about change

Figure 8. Key Elements of GCE (Oxfam, 2015).

Oxfam's curriculum outlines key elements to create active participants for global citizenship, which is not a prescriptive guide but aimed to urge further thinking and different horizons. It is identified with three different key elements as knowledge and understanding, skills, values and attitudes. Each of these key elements are prepared to show a progression according to students' ages through years until the end of the secondary school education. *Knowledge and understanding* includes seven different key elements which are given above (Figure 8). *Social justice and equity* focuses on

the concepts of fairness ranging from local and global scales. It aims to create students who are able to provide solutions to poverty and inequalities after evaluations on the causes and effects of these concepts brought into the classroom. *Identity and diversity* promotes similarities and differences among people while discovering self- identity and belonging. The purpose is to prevent stereotyping and reduce prejudices against different cultures and identities. Ultimately, the students are aimed to be equipped with flexible perspectives on the understanding of the world. *Globalisation and interdependence* connects immediate and local environments together, which are linked to global connections at the end. The effects of local on global are discussed stepwise or vice versa. Power relations with their political and economic impacts over different scales is evaluated in a critical thinking pattern.

Sustainable development contributes to the protection of the environment starting from the immediate context. People's actions on the basis of environmental issues ranging from climate change to recent technological developments in the related field are aimed to be discussed with the awareness of how people can damage or improve the environment. *Peace and conflict* shows the fact that actions have consequences resulting in peace or conflict. The reasons and the solutions of these concepts are identified while bringing new perspectives for developing fair 'win- win' strategies. Keeping the peace and positive results of conflict are aimed to be introduced. *Human rights* shows the priorities for human life, which is providing the basic needs while being respectful to the rights of others. In addition to that, one of the main purposes is to show the importance of defending human rights both on national and global scales. *Power and governance* pictures the existing rules from schools to the countries. The process of taking part in making and changing rules is aimed to be given. Governance structures and how people are part of these structures are taught.

Skills includes seven different key elements which are given above (Figure 4). *Critical and creative thinking* develops skills of asking questions with the appropriate manner in the appropriate context, which helps learners to assess different viewpoints. The purpose is to create learners with a sense of synthesised opinions which are improved with various sources in order to evaluate the global challenges. *Empathy* highlights the importance of awareness towards people's feelings through verbal and non-verbal resources. The ability to listen to others and recognise the differences in backgrounds and their effects on one's actions and world views are highlighted via this

concept. *Self- awareness and reflection* is to recognise the self and develop the ability of giving feedback to one's own actions, behaviours and feelings, which aims to create a perspective for understanding how analysing one's own affects our choices and lifestyle. *Communication* improves the ability of listening to others and stating opinions on different matters attentively. It also improves the ability of arguing in a rational manner. *Cooperation and conflict resolution* enhances participation in group activities while developing skills for effective diplomacy. *Ability to manage complexity and uncertainty* is to teach learners how to cope with the challenges of life and reduce the uncertainty of unfamiliar situations with revised perspectives acquired. *Informed and reflective actions* supports learners to learn how to contribute on the behalf of the group they are in.

Values and Attitudes also includes seven different key elements (Figure 4). *Sense of identity and self-esteem* creates awareness of self-worth and worth of others. Regarding values constructing self and others, interconnectedness of human life is highlighted with an appreciation of multi-faceted self-identity. *Commitment to social justice and equity* develops a sense of justice and concerns on the behalf of active participation for providing fair play both at a local and global level. The importance of social justice and practices of democracy are introduced. *Respect for people and human rights* introduces equal rights for everyone and leads learners to take action against prejudice and discrimination while providing a safe and guaranteed perspective of human rights for future generations. *Value diversity* aims to enhance understanding differences and the importance of these differences among groups, which ultimately develops an appreciation of learning from others' various backgrounds and perspectives. *Concern for the environment and commitment to sustainable development* relates to the concerns about the environment and sense of responsibility for protecting it. *Commitment to participation and inclusion* is aimed to increase active involvement in the activities and decision-making processes, in which everybody should be equipped with the understanding of the importance of others' participation as well. *Belief that people can bring about change* is provided with beliefs that individuals can improve situations. They are encouraged to take part in issues and challenges that are being faced both at local and global levels.

Gürsoy (2010) conducted a study focusing on environmental awareness in foreign language education. The study aimed to contribute to environmental education

given to young learners, which is part of the sustainable development education. The paper argued that when the learners start to gain awareness on environmental issues at a younger age, they are able to develop more positive feelings. The feeling of responsibility in order to protect the environment is increased. As foreign language learning can include problem solving activities, group work studies, a wide range of realia or all other kinds of visual materials in the classroom, it could be a beneficial field in the formal education to teach this specific part of environmental awareness.

Another study is conducted by Hosack (2012) to investigate citizenship education as a concept understood by high school English teachers. The participants were given a questionnaire to learn about their practices and beliefs regarding the citizenship practices in the foreign language classrooms. According to the results, what was seen was that the participants agreed on the fact that the teachers played an important role as educators of citizenship, especially teaching in respect and tolerance towards others and critical thinking.

A similar study regarding teachers' beliefs on global awareness was conducted in China by Jing (2013). The high school English teachers were asked about their practices in the classroom via interviews and focus groups. The results showed that the teachers had no systematic general awareness on global awareness. Besides, global awareness was dealt with general subjects at secondary school education without less critical thinking, which has been aimed to be discovered little in the studies. The study shed a light on the gap for the field of global citizenship education as it proposed a framework including knowledge, skills and attitudes. These three categories could be beneficial as it brings a new perspective for evaluating global awareness in foreign language education.

In their study, Omidvar and Sukumar (2013) studied the integration of global issues into the syllabus of English lessons. The content of the lessons was adapted to the activities used for a regular English conversation class, where different learning styles and techniques were used. The study was conducted with twelve- and nineteen-years old students, whose level was intermediate. The lesson plans were prepared for each lesson. The results showed that the learners' level of interest was increased in order to think freely about global issues. The integration of the global issues into the curriculum promoted tolerance and appreciation of different beliefs, backgrounds and cultures.

Başarır (2017) investigated a study in Turkey in order to discover the perceptions of ELT instructors in higher education regarding the integration of GCE into the courses. The study was conducted with semi-structured interviews in order to understand instructors' opinions about GCE and its practices in the classroom. According to the results of interviews, the participants mostly focused on the value dimension of global citizenship such as tolerance, respect and sense of belonging. Another result was that grammar-based teaching and students' unwillingness to learn about global issues made it difficult to integrate global citizenship into ELT.

2.4.1 Coursebooks and curricula in GCE. Coursebooks are highly considered as the key component of the language classrooms. They can provide a basis for the instruction; include the necessary input for the lesson and enhance skillbased activities (Richards, 2001). The role of coursebooks in the classroom varies according to their uses, which depends largely on the contexts they will be followed. As the purpose is to find the best fit into the contexts, it is important to select the coursebooks with certain criteria. (Cunningsworth, 1995). With this in mind, ELT publishing has been highly popular recently and has an important place in the coursebook market (Gray, 2002). A great deal of classroom practice is provided by these commercially produced coursebooks (Copley, 2018).

The global spread of English has changed the coursebook content, which has created a perspective where coursebooks are usually expected to include only the cultural elements of the target language. However, a range of studies shows that this is not the case in some coursebooks as they tend to include a variety of Englishspeaking cultures as well, highlighting a more international use of languages (Aliakbari, 2005). In addition to that, the representation of the language has been carried by cultural content to which it is related (Karakuş, 2021). Nevertheless, Tomlinson (2013) states even though there is a tendency in adding International English as Lingua Franca to the coursebook content, the coursebooks mostly focus on English commonly used by native speakers to prepare learners only to communicate with the native speakers. Besides, apart from that, the coursebooks lack controversial issues to enhance evaluating the events from different points of views and to have more meaningful contents.

With these in mind, the global developments of World Englishes have established an approach, in which diversification of learners and learning contexts are emerged as interesting topics, which have been included in education curriculums recently such as Council of Europe's Common European Framework (McDonough, Shaw & Masuhara, 2013). Critical perspectives have been seeking frameworks to evaluate the coursebooks, which it has been considered as these coursebooks are usually connected to wider political issues, including the spread of English negatively and ELT instruction as culturally inappropriate. Therefore, as the coursebooks are getting involved with globalisation, which is ultimately considered as a human activity, coursebooks, as a result, could be humanised in this sense. It can be concluded that the role of coursebooks is not merely commercial, but they could be taken as commodities to be traded as a result of globalisation, which display pedagogical and ethical interests throughout the deterritorialized perspective of the globe (Gray, 2002).

Regarding the world's issues, integrating global issues into the foreign language teaching to make the world a better place is not a new concept. The teaching content partly included these concerns throughout the activities developed as teaching resources. It has been observed that even if the majority of the coursebooks tend to take global issues as trivial content, there are more foreignlanguage coursebooks including detailed versions of global issues, which is taken under global education as a new educational approach that is seen as a part of the coursebooks recently. Thus, language teachers seek more materials related to global education, which is quite rare (Cates, 2003), which shows the importance of collecting the literature on the studies conducted for coursebook evaluation in terms of their content for GCE.

Although it has not been very common, coursebooks and curriculums in formal education have been aimed to be investigated in terms of GCE. The study of Collado & Atxurra (2006) analysed 24 individual coursebooks of social science, natural science and technology used in primary school education. According to the criteria developed for the study, which were responsibility, participation, conflict resolution, diversity and human rights, each book was examined, where a content for democratic citizenship was found. The results showed that a responsibility-based approach was frequently seen among the textbooks in terms of different contexts, among which responsibilities towards family and school are included mostly. Participation was usually dealt with in school context, nevertheless, team- building and social participation was also

encouraged by a few of the coursebooks. In addition, conflict resolution was taken in terms of problem solving at home and school. For the criteria, diversity, the coursebooks generally focused on physical appearance among people and human groups. Besides, gender equality and socioeconomic diversity were found only in two different coursebooks. On the contrary, cultural diversity was explored mostly among the coursebooks. Final criteria, human rights, was rarely seen, which was only included in the last two years of primary education. It was found that the series of coursebooks prioritised the importance of adjusting to the rules and understanding the knowledge related to different institutions and cultures, nonetheless, little attention to conflict resolution was given.

The study of Zhu (2013) attempts to compare instructional materials used in China and America, which are foreign language curricula developed for 1st through 3rd and 10th through 12th graders in Shanghai and Utah. The study aims to examine the concept of good citizenship embedded in the foreign language curricula. The study revealed that there are different dimensions of good citizenship in both Chinese and American foreign language curricula. The Chinese curriculum contains a citizenship perspective which is more neo-liberal-national and Confuciancosmopolitan whereas the American curriculum almost completely relies on neoliberal perspective. The common point these two curricula have is that both of them prioritise the importance of patriotic entrepreneurship. The study highlighted the importance of developing content to stimulate mass media, academic publications on creating examples of good citizenship depending on their practice in the language classroom.

Chong (2015) focused on the secondary school curriculum guidelines in Hong Kong in order to evaluate the major developments of GCE through a document analysis, by which the aims, knowledge from and concepts related to GCE were examined. It was seen that GCE in the official curriculum guidelines included mostly rights and responsibilities in 1990s, however, this evolved into more challenging content including topics challenging injustice, discrimination, inequality and exclusion starting from late 1990s. In addition to that, civic engagement has been presented in the curriculum content, where the global concern is started to be expressed with simpler expressions and expanded to moral obligations to take actions.

In his study, Ait-Bouzid (2020) evaluated three different Moroccan ELT textbooks used in the second year of public high school education. The study adopted the

theoretical framework of Standard- Based Approach and UNESCO's (2015) GC learning domains, which is developed as a checklist as well. This convergent parallel mixed method study showed that each textbook provides a number of GCE related activities to promote global citizenship concerns. There is a statistically balanced number of activities in order to contain cognitive, socio-emotional and behavioural domains of learning. Nevertheless, what was observed is that aiming to develop learners' engagement in taking action is not abundant among the activities. Therefore, the study concludes that there is a space to improve global issues such as democracy, human rights and conflict resolution. Besides, the need to inform teachers and textbook designers about including problem solving and critical thinking skills were suggested.

Poursalim, Arefi & Vajargah (2020) aimed to investigate and explore the GCE curriculum in elementary schools of Iran. In this exploratory research, 387 elementary school teachers were given a questionnaire regarding the GCE models. 34 active members in the GCE field were interviewed to provide more valid results. The study confirms the importance of adding GCE in the curriculum in many aspects, which could result in making the primary schools the pioneers showing the lead on teaching GC in schools. Moreover, even though outside the class is possible to give GC education, formal education could bring better solutions in practice.

Although there are a few studies regarding foreign language education in Turkey regarding their evaluation in terms of GCE, some studies still show the importance of GCE in the Turkish education system. Günel & Pehlivan (2015) conducted research in which the Citizenship and Democracy Education coursebook and curriculum were examined. The findings showed that the themes which were connected to GCE were only in the knowledge level without any specific emphasis on the values and skills taken under the categories of GCE. Besides, sub-themes provided in the curriculum were not included in the textbooks in detail. The study underlines the importance of adding global education more into the content of social and education studies in Turkey.

The global values in high school ELT coursebooks published by the Ministry of National Education were evaluated in the study of Özcan (2019). The motive behind the research was to understand to what extent critical pedagogy and civic engagement added to the new curriculum with the arrival of global values education could be seen in the high school coursebooks. The study examined values that could be taken under

Anti-bias Education, Environmental Education and Peace Education. The study has important results regarding its effects on the GCE literature. It was seen that the coursebooks are not efficient enough to teach global values, which is promising to improve the content of coursebooks in terms of GCE for the future education years.

In another study, Köroğlu & Elban (2020) aimed to analyse high school coursebooks prepared by the Ministry of National Education in order to be used in English lessons. The research conducted a content analysis based on identifying national and global identity elements in the whole grades of high school. It was revealed that national identity was only outnumbered in the 10th grade coursebooks. Other than 10th grade, the content in all other grades were rich in terms of global identity. The study also showed that rather than only the culture of the target language, a more global cultural perspective is given within the books in order to make learners acquainted with differences.

Chapter 3

Methodology

This following chapter represents the methodological design of the study including the detailed description of the research design, materials, data collection and data analysis procedures respectively. As a final point, the limitations of the study are provided in the chapter.

3.1 Research Design

The aim of the study is to analyse global citizenship education related activities of MoNE Secondary School English Coursebooks to investigate the distribution of cognitive, socio emotional and behavioural domains in the listening, speaking, reading and writing activities, tasks and exercises throughout the 7th and 8th grade coursebooks. For the analysis, UNESCO's global citizenship education framework was adopted in order to create a checklist for the research. The study adopts a qualitative approach in which the purpose is to explore a problem or issue and bring another more detailed understanding of this problem or issue rather than to use common ordinary information

in the literature (Creswell, 2016). Document analysis as a qualitative research method technique is used, which is a systemic evaluation of the documents in which data selection is carried out according to content analysis and thematic analysis. Content analysis aims to organise information into categories related to the central research question (Bowen, 2009). According to Krippendorff (1989), "Content analysis is a research technique to make replicable and valid inferences from data to context" (p. 403). For educational purposes, content analysis has been used to analyse coursebooks for different kinds of prejudices included in them (Krippendorff, 1989).

Cohen and Manion (1989) states that document analysis is used in educational research. Thereby, the study is grounded on these aspects of qualitative approach in order to explore global citizenship education themes and outcomes in the current study. When UNESCO published Global Citizenship Education: Topics and learning objectives guidance for the first time in 2015, it was stated that it could be used as a checklist or reference to improve the existing education programmes (UNESCO, 2015). Therefore, this framework has been chosen in order to investigate the global citizenship domains in the coursebooks of Turkish secondary state schools.

3.2 Materials

The coursebooks preferred to be chosen for this study are 7th and 8th Grade ELT coursebooks used for the lower secondary students adopted by the State Secondary Schools in Turkey in the 2020-2021 education year. Scott and Lawson (2002) state that globalisation as a process has been influencing the way individuals act as citizens, which affects the interaction between the individuals and the communities. The concept of citizenship affected by globalisation has evolved over the years. Thereby, this evolution has been reflected in the aim and objectives of education eventually (UNESCO, 2015). As it might be seen in the general objectives of the MoNE English curriculum, there has been an increased awareness of the fact that today's social progress mainly depends on the citizens of Turkey and their abilities to communicate on an international level (MoNE, 2018).

MoNe uses a framework framed by the European Commission to shape the general objectives of the curriculum**.** It is clearly stated in the curriculum that key competences directly address a fundamental goal, which is societal inclusion and contribution aimed to be gained with the personal and professional development of the

learners to create citizens with basic skills. These key competences are determined according to European Commissions in the MoNE English curriculum. They are *Traditional Skills*, *Digital Skills* and *Horizontal Skills*. *Traditional Skills* has two sub-competences which are Communication in mother tongue and Communication in foreign languages. *Digital Skills* also has two sub-categories which are Literacy and Basic Skills in maths and science. *Horizontal Skills* has four categories which are Learning to Learn, Social and Civic Responsibility and Cultural awareness and creativity (See Table 1).

Table 1

Key Competences in MoNE English Curriculum

Key Competences
Traditional Skills (Communication in mother tongue, Communication in foreign languages) Digital Skills (Literacy and Basic skills) Horizontal Skills (Learning to learn, Social and civic responsibility, cultural awareness and creativity)

As these competences are in line with predetermined key words in UNESCO's Global Citizenship Education: Topics and learning objectives guidance such as communication, media literacy, innovation, responsibilities, culture, cultural diversity, the content of the secondary school MoNE books might be claimed to have the necessary content to create citizens with the related global citizenship education goals. In this sense, this learner profile constructed by the Turkish National Education curriculum matches with the requirements of Global Citizenship Education in which the learners are considered as the active participants of the societies to build a more tolerant, safe and peaceful world.

According to MoNE curriculum (2018), 7th and 8th grade learner profiles are described in a manner that whole skills should be included in the teaching and learning

process. These skills are divided into two categories as primary and secondary skills. Primary skills are listening and speaking whereas secondary skills are reading and writing. Besides, it is only in 7th and 8th grades coursebooks that are formed according to theme- based instruction:

> Theme-based instruction is characterised by the following: a highly contextualised language learning environment; language usage and lexis centred around the topic; and skills and activities integrated by the theme selected, with the topic of instruction (e.g., scientists, geography, responsibilities at home, etc.) serving as a connecting thread and targeting meaningful, situation-based learning (MNE, 2018, p. 10).

As MoNE English curriculum suggests a theme- based instruction for 7th and 8th grade, it is more convenient to choose these two coursebooks to be analysed according to the chosen UNESCO's global citizenship education framework. UNESCO's framework (2015) clearly states that provided keywords are specifically suggested and listed in order to inspire and improve the activities and tasks based on topics and learning objectives. In this sense, the coursebooks are chosen purposively.

Therefore, purposive sampling (also known as relevance sampling) is followed according to a conceptual hierarchy, which means reducing the number of items in a systematic way according to the need for an analysis. Only the relevant data are chosen and represented to be analysed (Krippendorff, 2004). Each book is written by Turkish authors and represents 7th and 8th grade state school coursebooks. The details of the coursebooks are given below:

- 7th Grade: *Secondary School and İmam Hatip (Vocational Religious) Secondary School Let's Learn English 7* (MoNE, 2020 - 156)
  Authors: Aydan Aykanat Erdem, Turgut Balcı & Kader Duran Özdil
- 8th Grade: *Secondary School and İmam Hatip (Vocational Religious) Secondary School Mastermind 8* (MoNE, 2020 - 157 pages)
  Authors: Assoc. Prof. Binnur İlter, İlknur İzgi, Esra Çavuşer Özdemir, Ayşegül Türkeri Yeter & Zeliha Tuğba Çavuşer Yünlü

Each of the chosen books consists of 10 units in which different themes include skill-based activities and tasks. At the end of each unit in the 7th grade coursebooks, there are "Let's Have Fun!" and "Let's Make a Project!" parts. At the end of each unit in the 8th grade coursebook, there are "Assignment", "Revision" and "Additional Activities" parts. The terms of each book are given below. As it is shown in the table, the topics

are different in each level. There are different contexts in which various global citizenship learning topics can be provided in the units.

Table 2

Secondary Education English Language Coursebook Topics

	7th Grade	8th Grade
Unit	Themes	
1	Appearance and Personality	Friendship
2	Sports	Teen Life
3	Biographies	In the Kitchen
4	Wild Animals	On the Phone
5	Television	The Internet
6	Celebrations	Adventures
7	Dreams	Tourism
8	Public Buildings	Chores
9	Environment	Science
10	Planets	Natural Forces

3.3. Data Collection

3.3.1 Data collection tools. The basic elements to form the contents and objectives of global citizenship education have been provided by UNESCO's (2015) framework. In this sense, it can be used for textbook evaluation this study aims to conduct. Therefore, a checklist is developed depending on UNESCO's framework.

3.3.1.1 The checklist. The checklist consists of the collection of learning objectives grouped under three domains of learning. In the UNESCO's framework, each learning objective is divided into four categories according to age and level of education, namely pre-primary covering 5-9 years, upper primary covering 9-13, lower secondary covering 12-15 years, and lastly upper secondary covering 15-18 years. UNESCO, in their framework, states that these age-specific objectives could be organised according to the education systems of the countries. The users who would like to benefit from these objectives are allowed to use them in accordance with the learner profile of the chosen country. As the ultimate English level determined to be achieved at the end of secondary education in the MoNE is A2 level, the age-specific objectives given in UNESCO's framework for 7th and 8th are considered as beyond the A2 level. Therefore, although the 7th and 8th grade coursebooks chosen for this study are compatible with the third category (lower secondary) in UNESCO's framework, some of the objectives in that category were exchanged with the objectives in the first

category to make the objectives suitable for the activities in the books in terms of learners' age level. The content of the objectives is taken under the same categories determined by UNESCO while changing the learning objectives with a lower level. Therefore, some objectives were exchanged with lower-level learning objectives in order to meet the needs of the study. It is seen that some objectives from pre-primary/ lower primary (5-9 years) and upper primary (9-13 years) age level in the UNESCO's framework have a higher possibility to match with the objectives of the activities in the coursebooks. As a result, pre-primary, upper- primary and lower secondary learning objectives are taken as the primary source of the checklist. To check the reliability of this process, the accordance between the activities in the books and the objectives in the checklist were cross-checked with a colleague in the field.

The checklist has nine main titles, which consist of the objectives of three domains of learning, the cognitive, socio-emotional and behavioural. The cognitive domain is grouped under three topics which are *Local, national and global systems and structures*, *Issues affecting interaction and connectedness of communities at local, national and global levels* and *Underlying assumptions and power dynamics* (See Table 3). *Local, national and global systems and structures* has eight objectives under the category. *Issues affecting interaction and connectedness of communities at local* has four different objectives under the category. *Underlying assumptions and power dynamics* has three objectives.

Table 3

Topics of Cognitive Domain in the Checklist

Cognitive Domain
Local, national and global systems and structures
Issues affecting interaction and connectedness of communities at local, national and global levels
Underlying assumptions and power dynamics

The socio-emotional domain is grouped under three topics which are *Examine different levels of identity and their implications for managing relationships with others*, *Different communities people belong to and how these are connected*, *Difference and respect for diversity* (See Table 4). The first socio-emotional topic, *Examine different levels of identity and their implications for managing relationships*

with others, includes eight different objectives. *Different communities people belong to and how these are connected* has eight different objectives. *Examine different levels of identity and their implications for managing relationships with others* has eight different objectives under the category. The other topic, *Different communities people belong to and how these are connected,* consists of eight different objectives. The last socio-emotional topic, *Difference and respect for diversity,* includes eight different objectives under the category.

Table 4

Topics of Socio- Emotional Domain in the Checklist

Socio- Emotional Domain
Examine different levels of identity and their implications for managing relationships with others
Different communities people belong to and how these are connected
Difference and respect for diversity

The behavioural domain consists of three topics: *Actions that can be taken individually and collectively*, *Ethically responsible behaviour* and *Getting engaged and taking actions* (See Table 5). The first topic, *Actions that can be taken individually and collectively,* includes seven objectives. The second topic, *Ethically responsible behaviour,* has four objectives. The third topic, *Getting engaged and taking actions* consists of seven objectives. These objectives have been included in the checklist. Each activity in the coursebooks is evaluated according to this checklist benefited from UNESCO's framework.

Table 5

Topics of Behavioural Domain in the Checklist

Behavioural Domain
Actions that can be taken individually and collectively
Ethically responsible behaviour
Getting engaged and taking actions

3.3.2 Data analysis. 7th and 8th grade coursebooks are evaluated in terms of GCE objectives. Every unit is examined according to the activity objectives and their

content related to GCE objectives which are given in the checklist benefited from UNESCO's framework for the study. The frequency analysis of the learning objectives in the coursebooks is taken accordingly. An evaluation form has been created in which finding the activity themes, objectives and domains is aimed to be processed. First, the units are identified qualitatively. This qualitative procedure presents counting of each unit based on their relations with the activities which are directly related to the themes according to the topic selection of UNESCO's framework. If the activities in the units provide a central theme, which is directly related to global citizenship themes, these activities in the unit including all skillbased activities, exercises and project-work activities have been scanned to be counted and classified according to their objectives and domains.

The units which include several themes directly related to global citizenship education have been identified first according to UNESCO's framework. UNESCO (2015) presents an indicative list in which some keywords are given to be taken as a basis for the activities linked to the learning objectives. They are thematically organised to show the possible connections of them with the domains of learning.
Other global issues and issues relevant to specific context can also be added to the list as necessary (UNESCO, 2015, p.42). As a first step, the themes of the units in the coursebooks are evaluated according to these keywords in the UNESCO's keyword list. When the unit included a theme such as *country, family, self and others, world, culture, school, neighbourhood, cultural identity, values, respect, communication, partnership skills, intercultural dialogue, respect, animal cruelty, climate change, emergencies, innovation, media literacy, social media, peace, responsibility, geography, history* etc., they are identified and counted as part of the next evaluation for the study. If the theme of the unit is similar to some of the key words in the list, it is counted and added to the list to be evaluated as for its domains of learning.

After the identification of the themes, they are classified according to their objectives to find out whether they promote the cognitive, socio-emotional and behavioural domains of learning. To perform this classification, the checklist mentioned earlier depending on UNESCO's framework is used in the study. Each activity in the coursebooks is evaluated according to these objectives in the checklist. To be able to evaluate an activity, the priority is to understand the theme of the activity at first. Having found the theme, the objective is compared with the objectives in the

checklists. The objectives in the UNESCO's framework are differentiated according to the domains of learning by giving clear descriptions of them. To meet the needs of the cognitive domain of learning, the activity should be related to knowledge or acquisition of the knowledge (UNESCO, 2015). They should be developing skills for critical thinking and analysis. If an activity in the coursebook relates to these objectives, they are taken as a part of the cognitive domains of learning. It has been noticed that the cognitive domain of learning is given with the verbs such as "to acquire, to know, to understand, to develop" etc. in the framework. Therefore, the outcomes or objectives in the coursebooks which address these verbs are counted as one of the objectives of the cognitive domain and evaluated through one of its topics.

In order to meet the needs of the socio-emotional domain of learning, the activity should have an objective for experiencing a sense of belonging and sharing values and responsibilities while developing skills of empathy and respect for diversity. In the framework, the socio- emotional domain is mostly given with the verbs "to illustrate, to recognize, to examine, to cultivate, to demonstrate" etc. used with the connotations of identity, differences, diversity and values of sharing and empathy.

To be able to correspond with the behavioural domains of learning, the objective of the activity should get learners to act or respond effectively for a better world while enhancing learners to take necessary actions. The verbs to be used for taking actions are such as "to explore, to discuss, to identify, to propose" etc. with the connotation of actions, choices to be taken and engagement to be given. With this in mind, if the activity leads learners to take necessary steps in terms of the concepts of global citizenship education, it is counted as part of the behavioural domain. All the activities in the 7th and 8th grade coursebooks are analysed according to the checklist and added to the evaluation form.

3.3.3 Reliability and validity. To provide intercoder agreement, a colleague in the field is asked to examine the evaluation form and analyse the activities given according to the checklist created. Lombard et al. (2004, as cited in Mouter et al., 2012) indicates that around 10% of the total content of the sample would be sufficient to examine for a study as evaluating all content is not practical. Therefore, the sample is limited to 10% of the whole sample and it is evaluated by the second coder. 10% of the 7th grade and 8th grade coursebooks is randomly chosen and examined by the

colleague. In order to demonstrate the agreement between the coders in qualitative studies to minimise subjective bias (Burla et al., 2008), a crosscheck was made with a colleague. If the data reliability is between 64 - 81%, it shows that the level of agreement is high (Mchugh, 2012). The evaluation obtained from data showed that the data is reliable as the reliability rate is 72,5%, which is counted as strong.

3.4 Limitations

The study has been expected to have a significant contribution to the GCE research in Turkey, nevertheless, there are still some limitations in the present study. To start with, the study does not include whole secondary state coursebooks. Besides, only the current 7th and 8th secondary state school coursebooks, which were published in 2020, have been evaluated. Therefore, the study is limited to only upper secondary level coursebooks. Another limitation is that Student's Books and the images in the coursebooks are excluded in the study.

Chapter 4

Findings

This chapter represents the results of the content analysis conducted on 7th and 8th grade English coursebooks created by MoNE. The distribution of cognitive, socio-emotional and behavioural learning domains and learning objectives proposed by UNESCO's global citizenship education framework (2015) was investigated. A checklist was framed to be used in order to analyse the data.

4.1 GCE Domains and Learning Objectives in 7th Grade English Coursebook

Let's Learn English is a MoNE approved 7th grade coursebook including different listening, reading, speaking and writing activities and exercises. The study focuses on all the activities in the units including *Let's Have Fun* and *Let's Make a Project* parts at the end of each unit. Listening tracks were not included in the study. The units which include cognitive, socio-emotional and behavioural learning domains were selected and manually coded. The activity objectives were also detected for each activity.

In the 7th grade English coursebook, there are 10 units in total. When the 7th grade coursebook was examined, it was seen that 2 of these units do not include any

GCE themes or learning objectives according to the UNESCO's framework. Therefore, 8 units have been evaluated according to their learning objectives for this recent study. Each of the units represents a certain theme in the 7th grade book (MoNE, 2018). It has been seen that the themes developed by MoNE and stated in the curriculum have been matched with the themes of the GCE framework developed by UNESCO. There are 12 different GCE themes which are matched with the unit themes of the MoNE books, which are provided below in Table 6.

Table 6

Themes Representing Global Citizenship Education Objectives in the 7th Grade

Units	Themes of the Units	Related GCE Themes
Unit 1	Appearance and Personality	Self, self and others, identity
Unit 2	Sports	None
Unit 3	Biographies	Self and others, community
Unit 4	Wild Animals	Environment, animal protection
Unit 5	Television	None
Unit 6	Celebrations	Culture, cultural diversity
Unit 7	Dreams	Self, self and others, identity
Unit 8	Public Buildings	Governance, culture, neighbourhood
Unit 9	Environment	Environment, climate change
Unit 10	Planets	Innovation

As mentioned above, 2 units did not include any GCE related themes or activity objectives. Therefore, the study evaluated the rest of the 8 units in terms of their GCE learning objectives. In the total of 8 units, there are 176 activities. Table 7 shows that a total of 131 activities promotes a GCE related objective. Each of the activities which has been evaluated under an objective is given in a descriptive table. However, it was found that 45 of the activities throughout the evaluated 8 units in the 7th grade book do not include a learning objective related to GCE. Therefore, 45 of the activities in the 7th grade English book do not match with any of the GCE objectives. As these activities

in the 7th grade cannot be taken under any of the learning domains, they are excluded from the table below. As given in Table 7, there are 98 activities with cognitive domain of learning, 18 activities with socioemotional domain of learning and 15 activities with behavioural domain of learning.

Table 7

Number of Activities Representing Different GCE Learning Domains

Domain	*f*	%
Cognitive	98	74,8
Socio-emotional	18	13,8
Behavioural	15	11,4
Total	131	100

It can be seen from Table 7 that cognitive domain consists (74,8%) the majority of the global citizenship education related activities whereas behavioural domain is the one with the least found (11,4%). Table 7 represents the cognitive domain of learning in the activities which vary in terms of their learning objectives.

4.1.1 Cognitive learning objectives in the 7th grade coursebook. There are 15 different types of cognitive learning objectives in the checklist. It was found that there are 6 different types of GCE cognitive learning objectives detected in the 7th grade coursebook according to the data collection tool. When the activities in the 7th grade English book are examined, the GCE objectives seen in the 7th grade units are found under Topic 1 and Topic 2. 11 of the learning objectives in the tool are not seen at all, which means these objectives do not match any of the activities in the 7th grade coursebook. Therefore, it can be seen from Table 8 that the 7th grade coursebook does not have much room for many of the cognitive objectives. The table shows that the 7th grade coursebook presents activities which promote learners' knowledge about local and national and global systems and mostly global issues. There are no examples of Topic 3 which aims to enhance the use of media or social media and critical thinking skills.

Table 8

Distribution of Cognitive Domain Learning Objectives

	f	%
Topic 1: Local, national and global systems and structures develop an understanding of:		
1.1. basic local, national and global governance structures and systems and how these are interconnected and interdependent	0	0
1.2 the self, family, school, neighbourhood, community, country, the world	24	18,3
1.3 how the world is organised (groups, communities, villages, cities, countries, regions)	18	13,7
1.4 relationships, membership, rule-making and engagement (family, friends, school, community, country, the world)	4	3,1
1.5 similarities and differences in rights and responsibilities, rules and decisions and how different societies uphold these	0	0
1.6. similarities and differences in how citizenship is defined	0	0
1.7. show examples of global citizens	0	0
1.8. good governance, rule of law, democratic processes, transparency	0	0

Table 8 (cont'd)

Topic 2: Issues affecting interaction and connectedness of communities at local, national and global levels		
develop an understanding of:		
2.1. global changes and developments and their impact on people's daily lives	13	9,9
2.2 how the individual and the community affect the global community	14	10,7
2.3 global issues and the reasons for these problems	25	19,1
2.4. connections and interdependencies between global and local issues	0	0
Topic 3: Underlying assumptions and power dynamics	0	0
develop an understanding of	0	0
3.1. media literacy and social media skills	0	0
3.2. different points of view, subjectivity, evidence and bias	0	0
3.3. factors influencing viewpoints	0	0
Total	98	74,8

As can be seen in Table 8, the objective 2.3. (*f*=25) dominates (19,1%) over other cognitive objectives. In the following, the objective 1.2. (*f*=24) follows it with 18,3% respectively. The least common cognitive objective 1.4. (*f*=4) is included only in the 3,1% of the activities. Each of the objectives found are explained below with the samples provided for them.

Table 9 presents that the most common objective is 2.3. (*f*=25) which is to develop *an understanding of global issues (climate change, poverty, gender inequality, pollution, crime, conflict, disease, natural disasters, human and animal rights) and the*

reasons for these problems. Table 9 shows that this objective can be seen in Unit 5 *Wild Animals* (*f*=11) and Unit 9 *Environment (f*=14*).* The table shows that as the 7th coursebook mostly includes this objective, the activity objectives in the book have a concern about teaching global concerns.

Table 9

Distribution of Cognitive Objective 2.3. in 7th Grade

Unit Number	Unit Name	*f*
5	Wild Animals	11
9	Environment	14
Total		25

Sample activity types related to outcome 2.3. are given in Table 10. As given in Table 10, the unit gives a number of fundamental global environmental problems and brings solutions to the reasons for these environmental problems. In Unit 9, environmental problems are introduced both with their reasons and solutions under the global issues related to *climate change and pollution*. The table below presents the samples which are counted as examples of the objectives in Unit 9. The whole evaluation of Unit 9 is given in Appendix to provide an example.

Table 10

Samples of Cognitive Objective 2.3. in 7th Grade

Unit 9 Environment			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Look at the pictures. What do you know about them?	Speaking/ Questions & Answers	Introducing the problems and solutions about the environment	Introducing a global issue related to *climate change*
Read the texts quickly and match the pictures with the correct paragraphs. There is one extra.	Reading/ Matching	Introducing the problems and solutions about the environment	Introducing a global issue related to *climate change*

Emily and her father decided to make a "Plant Your Own Tree" campaign. Listen to them. How does Emily feel about the campaign?	Listening /Information Transfer	Introducing the problems and solutions about the environment	Introducing a global issue related to *pollution*

An example related to the objective from Unit 9 is given in Figure 9, which promotes the objective 2.3. To demonstrate, in the speaking activity, basic lexical knowledge is provided within the starting activity in order to talk about the environmental problems later in the unit. The problems such as *global warming, air pollution* and *nuclear waste* are given, which shows its relation to the aim provided.

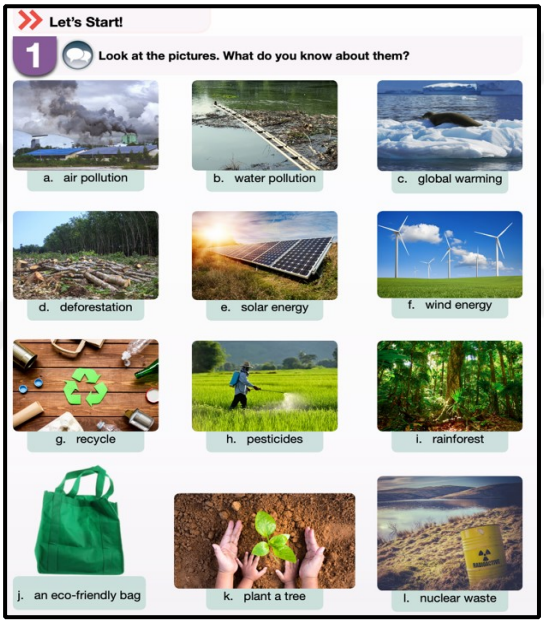


Figure 9. A speaking activity example related to climate change in unit 9.

The second most common learning objective is 1.2. (f=24) which is to develop *an understanding of the self, family, school, neighbourhood, community, country, and the world*. According to the results given in Table 11, there are 24 examples of this learning objective in the 7th grade book. Unit 1 (f=11), Unit 3 (f= 2), Unit 7 (f=8) and Unit 8(f=3) are the units in which this objective is detected. The related objective is mostly presented in Unit 1 with 11 different examples (See Table 11).

Table 11

Distribution of Cognitive Objective 1.2. in 7th Grade

Unit Number	Unit Name	*f*
1	Appearance and Personality	11
3	Biographies	2
7	Dreams	8
8	Public Buildings	3
Total		24

As given in Table 12, Unit 9 consists of the theme of *appearance and personality.* The table below presents the activity samples which are found as examples of the objective 1.2. in Unit 1. The activities in the unit promotes the concept of *self, family, classroom community* with its examples. As it is the second common objective, the high frequency of this objective compared to the other objectives shows that the 7th grade coursebook has a priority in teaching the concepts of self, family and community.

Table 12

Samples of Cognitive Objective 1.2. in 7th Grade

Unit 1 Appearance and Personality			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Lily and Ahmet are two new students at school. Read and listen to their messages for the school website and answer the questions.	Reading /Information Transfer	Introducing yourself to a new community	develop an understanding of the self and school
Do you have many friends? Who is your best friend? Why is she/he your best friend?	Speaking/ Questions & Answers	Introducing yourself to a new community	develop an understanding of the self and school
Listen to Lilly and her mother talking about Lilly's new classmates. Write the names under the photos.	Listening/ Information Transfer	Introducing yourself to a new community	develop an understanding of the self and school
Read the text quickly. Choose the best title and write it in the box.	Reading /Information Transfer	Introducing yourself to a new community	develop an understanding of the self and family

Figure 10 represents a reading activity example taken from Unit 1, which shows an example of the objective 1.2. In the reading activity, two new students at school introduce themselves. They talk about their *nationalities, families, physical appearances* and *personalities*. These two students present themselves as who they really are.

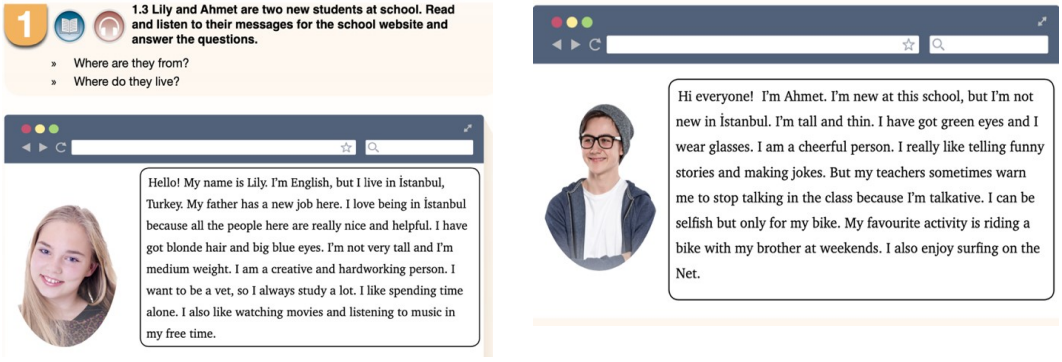


Figure 10. A reading activity example about self in unit 1.

The third most common objective found according to the checklist 1.3. (f= 18) is to develop *an understanding of how the world is organised (groups, communities, villages, cities, countries, regions).* As it is seen in Table 13, the examples of this objective are found in Unit 8 (f=9) named *Public Building* and Unit 10 (f=9) named *Planets.* As it is given in the table, the objective is found in both of the units equally. Therefore, the samples of the objective in both of the units are given below.

Table 13

Distribution of Cognitive Objective 1.3. in 7th Grade

Unit Number	Unit Name	*f*
8	Public Buildings	9
10	Planets	9
Total		18

As it is seen in Table 14, the activity aims vary in the unit. The activities mostly introduce the public buildings and their functions, which shows where to go and what to do in a city. In addition, the activity aims to show some information about the cultural, historical and touristic background of the cities represented under this GCE learning objective. This shows that the 7th grade coursebook has an aim to introduce the concept of city and city life.

Table 14

Samples of Cognitive Objective 1.3. in 7th Grade in Unit 8

Unit 8 Public Buildings			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective

Look at the pictures. Which places do you usually go? Why do you go there?	Speaking/ Questions & Answers	Learning about public buildings and their functions in the city	develop an understanding of how the world is organised (cities)
Listen to the dialogues. Where is Alan in each dialogue? Write the numbers in the pictures.	Listening/ Information Transfer	Learning about public buildings and their functions in the city	develop an understanding of how the world is organised (cities)
Look at the photos. Where are the people? What are they doing?	Speaking / Information Transfer	Learning about public buildings and their functions in the city	develop an understanding of how the world is organised (cities)
Read the texts quickly and match the cities with them.	Reading /Information Transfer	Learning about city life and activities in the city	develop an understanding of how the world is organised (cities)

As shown in Figure 11, in Unit 8 public buildings which can be seen around a neighbourhood or a town are introduced including the buildings such as *municipality, police station* and *hospital*. The functions of these places are given in the activities.

Figure 11. A speaking activity example of cities in unit 8.

As it has been found that the objective 1.3. is seen equally in both Unit 8 (f=9) and Unit 10 (f=9), some samples of the objective 1.3. from Unit 9 are given below in Table 15. Therefore, the table below shows that in addition to Unit 8, more examples of

objective 1.3. are seen in Unit 10 *Planets*. The activity aims represented are about introducing the necessary lexical items about the planets and the universe. The discoveries about the space are aimed to be introduced via labelling activities throughout the unit. This shows that the coursebook presents the way how the universe is organised.

Table 15

Samples of Cognitive Objective 1.3. in 7th Grade in Unit 10

Unit 10 Planets			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Look at the picture below. This is a tiny part of our universe. It's our galaxy, "Milky Way". Where is our Solar System?	Speaking/ Questions & Answers	Introducing planets and related news about the planets	develop an understanding of how the world is organised (universe)
Read and listen to the text. What is the text about?	Reading/ Information Transfer	Introducing planets and related news about the planets	develop an understanding of how the world is organised (universe)
Label the dwarf planets and write at least three scientific information about them from the text. Make some comparisons.	Speaking / Labelling	Introducing planets and related news about the planets	develop an understanding of how the world is organised (universe)
Work in pairs. Look at the picture and read the information below. Ask and answer questions about planets and compare them	Speaking/Opinion Gap	Introducing planets and related news about the planets	develop an understanding of how the world is organised (universe)

The fourth objective that has been commonly found is 2.2. (f=14), which corresponds to *developing an understanding of how the individual and the community affect the global community.* Table 16 shows that the examples of this specific learning objective

are found in Unit 3 *Biographies*. The frequency of this objective shows that the coursebook represents individuals who contributed to the community with their effects on different fields.

Table 16

Distribution of Cognitive Objective 2.2. in 7th Grade

Unit Number	Unit Name	*f*
3	Biographies	14
Total		14

As it is given in Table 17, the unit introduces different inventions and the inventors who created them. The activities in the unit aims to enhance introducing the different inventions and their inventors. Biographies which show the contributions of different important people in different fields are included in the unit.

Table 17

Samples of Cognitive Objective 2.2. in 7th Grade

Unit 3 Biographies			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Listen to the dialogue between Thomas and his classmate Maria. Who was behind these inventions?	Listening/ Information Transfer	Introducing important people who had a contribution in different fields	develop an understanding of how the *individual and the community* affect the global community
Do you read biographies? Who do you like reading about (e.g. people from history, celebrities)?	Speaking/ Questions & Answers	Introducing important people who had a contribution in different fields	develop an understanding of how the *individual and the community* affect the global community
Read Thomas' biography homework about Tesla. How many patents did Tesla have?	Reading/ Information Transfer	Introducing important people who had a contribution in different fields (science)	develop an understanding of how the *individual and the community* affect the global community
Read the biography of İdil Biret, a very talented and successful pianist. Match the headings with the correct paragraphs.	Reading/ Information Transfer	Introducing important people who had a contribution in different fields (music)	develop an understanding of how the *individual and the community* affect the global community

	Speaking/ Games	Introducing people a in important who had contribution different fields	develop an understanding of how the *individual and the community* affect the global community
In groups of 3 or 4 Put your counter on "Start". Roll the dice (pg. 159). Move and do your task. Go down to the tail from the mouth of the snakes or climb up the ladders. Reach "Finish" and win the game.			

Figure 12 presents a sample of the activity showing that not only the inventors but also the names of some important scientists, writers, artists and musicians are seen in the units. Their success and contributions to the world are included throughout the unit apart from scientists, some other important people's biographies are seen in the unit such as *Osman Hamdi Bey, Marie Curie, William Shakespeare* and *Wolfgang Amadeus Mozart*.

Figure 12. A listening activity example of individuals who affect the community in unit 3.

The fifth cognitive objective in the 7th grade book is 2.1. (f=13) which is described as *developing an understanding of global changes and developments and their impact on people's daily lives.* The examples of this objective are seen in Unit 3

Biographies (*f*=3), Unit 7 *Dreams* (*f*=7) and Unit 10 *Planets* (*f*=6). The objective 2.1. is found in Unit 7 and Unit 10 equally, therefore, the samples from both of the units are given below. As the examples of this objective were found in the 7th grade book, this shows that the book aims to make learners inform about the developments affecting the world.

Table 18

Distribution of Cognitive Objective 2.1. in 7th Grade

	Unit Number	Unit Name	*f*
	3	Biographies	1
	7	Dreams	6
	10	Planets	6
Total			13

Table 19 shows the samples taken from Unit 7 for the objective 2.2. The table below presents that predicting about the future for the next fifty years is among the topics of Unit 7. The last section of the unit includes different activities in which some developments and their improvements or challenges for the future are aimed to be taught to the learners. The main activity objective evaluated as "talking about dreams, expectations and future goals" in the activities of the unit presents changes taking place globally which is a match with the objective 2.2. in terms of *global developments*.

Table 19

Samples of Cognitive Objective 2.2. in 7th Grade

	Unit 7 Dreams		
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective

Read the texts and underline the predictions that surprise you most.	Reading/ Reordering	Talking about dreams, and expectations future goals	develop an understanding of global changes and developments and their impact on people's daily lives
What do you know about the topics below? Choose two of them and make predictions. Will they make our lives better or worse? Why?	Speaking/ Guessing	Talking about dreams, and expectations future goals	develop an understanding of global changes and developments and their impact on people's daily lives
Look at the photos and the topics. What will they be like in the future? Write your predictions about them.	Writing/ Guessing	Talking about dreams, and expectations future goals	develop an understanding of global changes and developments and their impact on people's daily lives

Figure 13 represents a reading activity from Unit 7 in which three possible changes regarding the future are presented claiming improvements about transport, tourism and education. The reading text consists of three different texts in which flying cars might make life easier; going on space for holiday opportunities is possible and finally education with robot teachers is questioned. Some other future predictions regarding health issues or inventions to make life easier are asked to be analysed with their advantages and disadvantages.

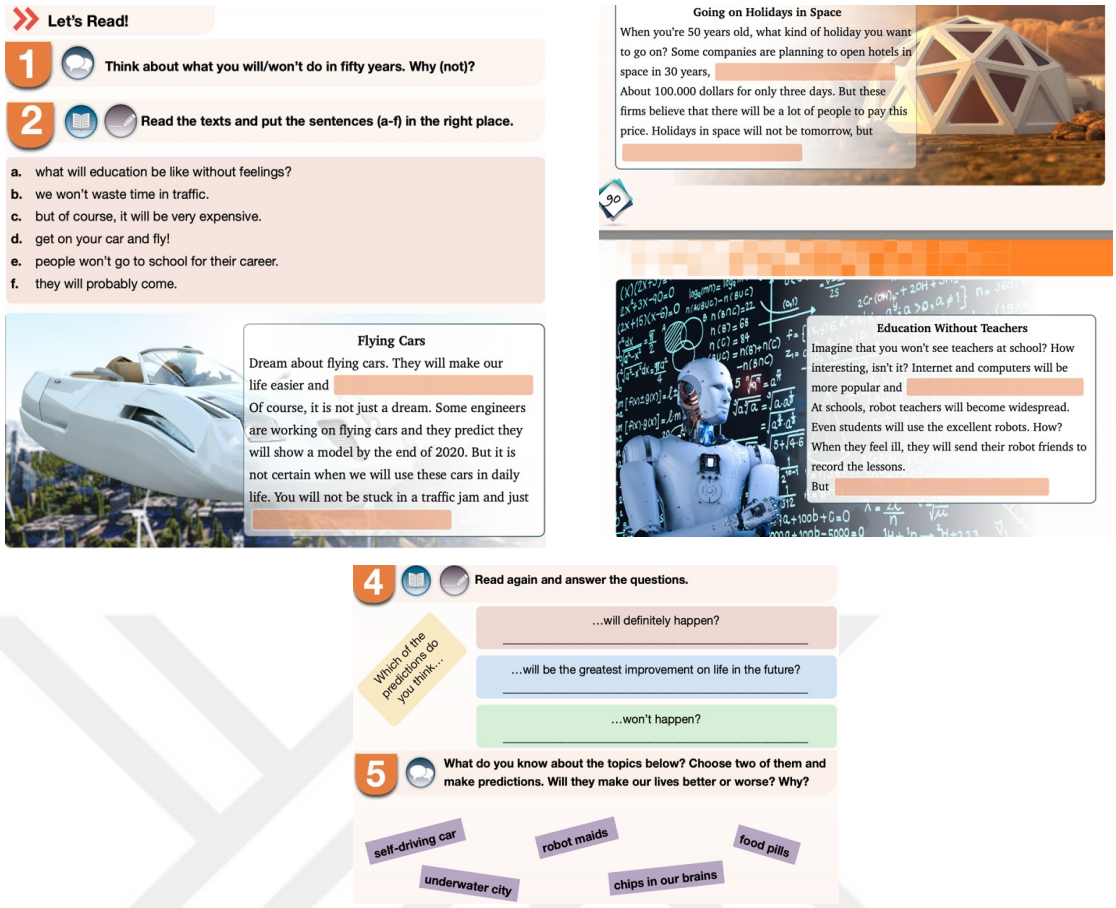


Figure 13. A reading activity example of global changes and developments and their impact on people's daily lives in unit 7.

As the cognitive objective 2.2. is seen equally in Unit 7 (f=6) and Unit 10 (f=6) equally, the table below presents some samples of the related objective found in Unit 10. Table 20 shows that Unit 3 presents the theme of planets in which planets' themselves and information about them are given. The developments followed recently regarding the space are discussed later in the unit. That is to say, the 7th grade coursebook aims to teach about developments regarding our daily lives.

Table 20

Samples of Cognitive Objective 2.2. in 7th Grade

Unit 3 Biographies

Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective

Listen to the dialogue between Jason and his mother. What are they talking about? Circle the correct one.	Listening/ Information Transfer	Introducing about developments space	develop an understanding of global changes and developments and their impact on people's daily lives
Read the text quickly and find: How many parts does a comet have? What are their names?	Reading/ Information Transfer	Introducing about developments space	develop an understanding of global changes and developments and their impact on people's daily lives
Imagine that you report news on TV. Take notes from the text and tell the story of the Rosetta mission to your friends.	Writing/ Guessing	Introducing about developments space	develop an understanding of global changes and developments and their impact on people's daily lives

The sixth objective is the last and least common cognitive objective found in the 7th grade book is 1.4. (*f*=4), which is to develop *an understanding of relationships, membership, rule-making and engagement (family, friends, school, community, country, the world)*. Table 21 shows that the objective 1.4. are found in Unit 3 *Biographies* (*f*=1) and Unit 6 *Celebrations* (*f*=6). Although the frequency of the objective is low, this shows there are examples of this objective among the activities to teach about being part of a relationship, group or community.

Table 21

Distribution of Cognitive Objective 1.4. in 7th Grade

	Unit Number	Unit Name	*f*
	3	Biographies	1
	6	Celebrations	3
Total			4

As it is mostly seen in Unit 6, some samples from this unit are provided below in Table 22. The table presents the activities enhanced on special days. The activities in the unit aim to teach about the special days to celebrate, which corresponds to the related GCE objective to develop *an understanding of engagement in community*.

Table 22

Samples of Cognitive Objective 2.2. in 7th Grade

Unit 3 Biographies

Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
What do people do on the special days below? Find the expressions for each celebration. You can add more.	Speaking/Matching	Learning about special days	develop an understanding of engagement (community)
Write special days you celebrate (personal, religious or national). Choose one of them. Tell the class about it but don't say the name. Your friends will guess the day.	Speaking/ Guessing	Learning about the names of the special days	develop an understanding of engagement (community)

As given in Figure 14, the unit introduces the concept and types of celebrations including what to do in these celebrations such as a graduation party, birthday party and wedding ceremony. The same activity also has culture specific special days. Ramadan Feast is among these special days which is asked to be described in terms of its features.

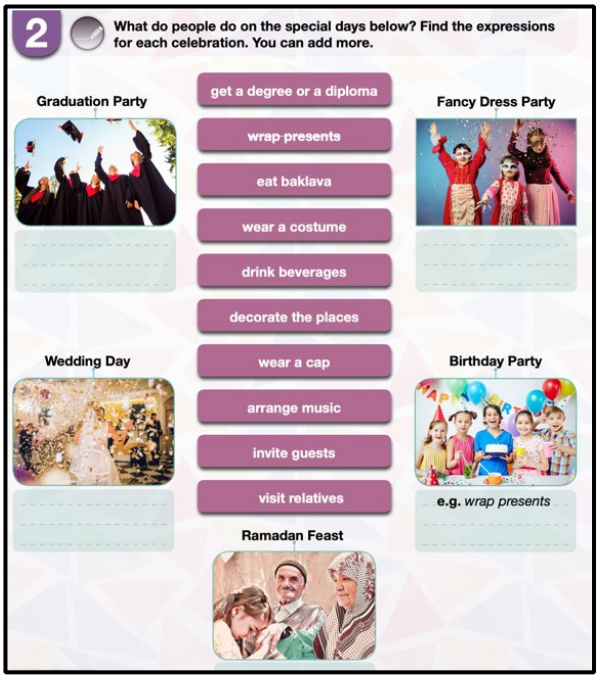


Figure 14. A speaking activity example of engagement (community) in unit 6.

4.1.2 Socio-emotional objectives in the 7th grade coursebook. The examples of all cognitive objectives seen in the 7th grade book are presented above in the chapter. As the study has evaluated whole GCE domains of learnings in the 7th grade book, the results of socio-emotional objectives revealed in the book are given below in Table 23.

As given in Table 23, when the activities in the 7th grade English book are examined, it has been seen that there are 3 different types of GCE socio-emotional learning objectives which are seen among the objectives of Topic 4 in the 7th grade book. There are no examples of Topic 5 and 6 in the 7th grade in the book. The table shows that 14 of the socio-emotional objectives in the checklist are not seen at all in the book. This shows that the 7th grade coursebook does not promote the socioemotional objectives about "different communities people belong to and how these are connected" and "difference and respect for diversity". The only socio-emotional objectives promoted are about "different levels of identity."

As Table 23 represents, the most common socio-emotional objective is 4.1. (*f*=13) which is to develop *an understanding of self-identity, belonging and relationships (self, family, friends, community, region, country).* According to Table 23, the objective 4.1. (*f*=13) dominates (9,9%) over other socio-emotional objectives. The objective 4.3. (*f*=4) follows it with 3,1% respectively. Finally, the least common socio-emotional objective 4.2. (*f*=1) is included only in the 0,8% of the activities in the book. Each of the objectives found are explained below with the samples provided for them.

Table 23

Distribution of Socio-emotional Domain Learning Objectives in 8th Grade

Topic 4: Different levels of identity	*f*	%
develop an understanding of:		
4.1. self-identity, belonging and relationships (self, family, friends, community, region, country)	13	9,9
4.2. how the individual relates to the community (historically, geographically and economically)	1	,8
4.3. how we are connected to the wider world beyond our immediate community and through different modalities (media, travel, music, sports, culture)	4	3,1

4.4. nation state, international organisations and bodies, multinational corporations	0	0
4.5. empathy, solidarity, conflict management and resolution, preventing violence, including gender-based violence, and bullying	0	0
4.6. negotiation, mediation, reconciliation, win-win solutions	0	0
4.7. regulating and managing strong emotions		
4.8. resisting negative peer pressure	0	0
Topic 5: Different communities people belong to and how these are connected develop an understanding of:		
5.1. different cultures and societies beyond own experience and the value of different perspectives	0	0
5.2. similarities and differences within and between cultures and societies	0	0
5.3. rule-making and engagement in different parts of the world and among different groups	0	0
5.4. connections between communities	0	0
5.5. notions of justice and access to justice	0	0
5.6. common basic needs and human rights	0	0
5.7. recognizing and respecting diversity	0	0
5.8. valuing and respecting all human and living beings, the environment and things	0	0
Topic 6: Difference and respect for diversity develop an understanding of:		
6.1. the similarities and differences between societies and cultures	0	0
6.2. what makes us similar and what makes us different from other people in the community	0	0
6.3. learning to appreciate and respect diversity and interact with others in the community and wider world	0	0
6.4. importance of respect and good relationships for our well-being	0	0
6.5. values and skills that enable people to live together peacefully	0	0
Total	18	13,8

The objective that has been mostly seen in the 7th grade English book is 4.1. (*f*=13) which is to develop *an understanding of self-identity, belonging and relationships (self, family, friends, community, region, country).* Table 24 indicates that this objective is found in Unit 1 *Appearance and Personality,* Unit 6 *Celebrations* (*f*=1) and Unit 7 *Dreams* (*f*=7) in the 7th grade book.

Table 24

Distribution of Socio-emotional Objective 4.1. in 7th Grade

Unit Number	Unit Name	*f*
1	Appearance and Personality	7
6	Celebrations	1
7	Dreams	4

Total	13

Sample activity types are given below in Table 25. The unit provides activities to make students understand the concepts which they belong to and their relationships. As seen in Table 25, the activities promote self- identity, belonging and relationships in terms of *self, friends, family* and *community*.

The activity aims are mostly common in the unit which is to introduce yourself/somebody to a new community within your perspective. On the one hand, being asked to describe themselves is part of the GCE objective enhancing *self.* On the other hand, the activities in which the learners are asked about describing their classmates or family are counted as developing belonging and relationships in terms of *friends, family* and *community.*

Table 25

Samples of Socio-emotional Objective 4.1. in 7th Grade

Unit 1 Appearance and Personality

Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Which adjectives can you use to describe yourself? Take notes and talk about yourself.	Speaking/ Questions & Answers	Introducing yourself/ somebody to a new community within your perspective.	develop an understanding of selfidentity, belonging and relationships *(self)*

Work in groups. Choose a person in the picture. Describe her/him to your group.	Speaking/ Information Transfer	Introducing yourself/ somebody to a new community within your perspective	develop an understanding of selfidentity, belonging and relationships (*self, friends, community)*
Think of two people in your family. Write some sentences to compare them. You can also use their photos.	Writing/ Information Transfer	Introducing yourself/ somebody to a new community within your perspective	develop an understanding of selfidentity, belonging and relationships *(family)*

Figure 15 is given as an example to the objective 4.1. for the Unit 1. The activity promotes the understanding of *self-identity*. In a mind map, the learners describe themselves with the different adjectives they have learnt.

Figure 15. A speaking activity example self-identity in unit 1.

The second mostly seen objective of the socio-emotional domain is 4.3. (f=4) which is *understanding of how we are connected to the wider world beyond our immediate community and through different modalities (media, travel, music, sports, culture)*. Table 26 shows that there are 4 different examples of this objective in the 7th grade book. They are mostly seen in Unit 10 *Planets* (f=3) and Unit 8 *Public Buildings* (f=1).

Table 26

Distribution of Socio-emotional Objective 4.3. in 7th Grade

	Unit Number	Unit Name	*f*
	8	Public Buildings	1
	10	Planets	3
Total			4

The activity samples are provided below in Table 27. It has been seen that Unit 10 addresses students' connections with the world from a wider perspective through the modality of travelling in space. The activities in the table promotes speaking and leads students to share their own ideas about travelling beyond the world. The speaking activities seen in Table 27 enhance introducing space related terms within students' personal experiences. That is to say, the coursebook includes objectives to teach students' connections with the world.

Table 27

Samples of Socio-emotional Objective 4.3. in 7th Grade

Unit 10 Planets			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Which planet(s) do you want to observe? Why?	Speaking/ Questions & Answers	Introducing planets and related news about the planets within your perspective	develop an understanding of how we are connected to the wider world beyond our immediate community and through different modalities *(travel)*
Imagine that you have enough money to become a space tourist. Where do you want to see first? Why?	Speaking/ Questions & Answers	Introducing planets and related news about the planets within your perspective	develop an understanding of how we are connected to the wider world beyond our immediate community and through different modalities *(travel)*
Follow the steps and prepare a poster. Present it to the class.	Speaking/ Arts & Crafts	Introducing planets and related news about the planets within your perspective	develop an understanding of how we are connected to the wider world beyond our immediate community and through different modalities *(travel)*

The last and final socio-emotional objective found is 4.2. (f=1) which is to develop *an understanding of how the individual relates to the community (historically, geographically and economically).* As shown in Table 28, there is only 1 example of this socio-emotional objective in the 7th grade book, which is seen in Unit 8 *Public Buildings.*

Table 28

Distribution of Socio-emotional Objective 4.2. in 7th Grade

Unit Number	Unit Name	*f*
8	Public Buildings	1

Total	1

The only sample activity of the objective 4.2. is presented below in Table 29. As being part of the speaking skill domain, the activity promotes Arts & Crafts. The aim of the activity includes learning about one's neighbourhood, which develops a relationship with one's community geographically. The table shows an activity sample taken for the objective 4.2. in Unit 8. A speaking project assignment which is in a task format is given in the unit in which the students are asked to follow the steps given to them. The task asks learners to prepare a poster about their neighbourhood including the public buildings that can be reachable to them. They present the map of the places they have been around their own neighbourhood showing the connection of one to his/her community.

Table 29

Samples of Socio-emotional Objective 4.2. in 7th Grade

Unit 8 Public Buildings			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Follow the steps and prepare a poster. Present it to the class.	Speaking/ Arts & Crafts	Learning about public buildings in one's neighbourhood.	develop an understanding of how the individual relates to the community (*geographically)*

4.1.3 Behavioural objectives in the 7th grade coursebook. As the study has evaluated whole GCE domains of learnings in the 7th grade book, the results of behavioural objectives found in the book are given below in Table 30. Table 30 shows that the behavioural GCE objectives are found only under Topic 7. It has been seen that there are 4 different types of GCE behavioural learning objectives in the 7th grade book. There are no examples of Topic 8 and 9 in the book. In total, 14 of GCE behavioural objectives do not match any of the activity aims in the 7th grade book. Therefore, this shows that the 7th grade coursebook does not promote behavioural learning objectives about "ethically responsible behaviour" and "getting engaged and taking action". However, the coursebook promotes the importance of individual or collective action to participate in community work.

As given in Table 30, the most common behavioural objective is 7.1. (f=13) which is to develop *an understanding of how our choices and actions can make our home, school community, country and planet a better place to live and can protect our environment.* In accordance with Table 30, the objective 7.1. (f=8) dominates (6,1%) over other behavioural objectives. The objective 7.6. (f=5) follows it with 3,8% respectively. Finally, the least common behavioural objectives 7.1. (f=1) and 7.2. (f=1) are included only in the 0,8% of the activities in the book. Each of the objectives detected are given below with the samples provided for them.

Table 30

Distribution of Behavioural Domain Learning Objectives in 7th Grade Coursebook

	f	%
Topic 7: Discuss the importance of individual and collective action and engage in community work		
Develop an understanding of		
7.1. how our choices and actions can make our home, school community, country and planet a better place to live and can protect our 8 6,1 environment		
7.2. connection between personal, local, national and global issues	1	,8
7.3. types of civic engagement for personal and collective action in	0 0	different
cultures and societies		
7.4. roles played by voluntary groups, social movements and citizens in improving their communities and in identifying solutions to global 1 ,8 problems		
7.5. examples of individuals and groups engaged in civic action who have made a difference at local and global levels 0 0 and their perspectives, actions and social connectedness		

Table 30 (cont'd)

7.6. examples of individuals and groups who made a difference at local and global levels and their perspectives, actions and social 5 3,8 connectedness		
7.7. the fact that actions have consequences	0	0
Topic 8: Ethically responsible behaviour	0	0
Develop an understanding of	0	0
8.1. what it means to be an ethically responsible and engaged global citizen	0	0
8.2. personal perspectives on fairness and issues of global concern	0	0
8.3. real life examples of global injustice	0	0
Topic 9: Getting engaged and taking action	0	0
Develop an understanding of	0	0
9.1. how people are involved with the organisations and what	0	knowledge,
skills and other attributes they bring 0 9.2. factors that can support or hinder change	0	0
9.3. the role of groups and organisations 0 0 9.4. engaging in projects and written work 0 0		
9.5. forms of engagement at home, school, community as basic aspects of citizenship	0	0
9.6. participating in community-based activities 0 0 9.7. participating in decision-making at school 0 0		

Total	15	11,4

The most common behavioural objective is 7.1. (*f*=8) which is to develop *an understanding of how our choices and actions can make our home, school community, country and planet a better place to live and can protect our environment.* Table 31 shows that this objective is found in Unit 4 *Wild Animals* (*f*=2) and Unit 9 *Environment* (*f*=6). 9 gives. The objective 7.1. is mostly seen in Unit 9. In the unit, the activities counted as behavioural leads students to take action in general.

Table 31

Distribution of Behavioural Objective 7.1. in 7th Grade

	Unit Number	Unit Name	*f*
	4	Wild Animals	2
	9	Environment	6
Total			8

The activity samples for the objective 7.1. is presented below in Table 32. As it can be concluded from the table, activities in Unit 9 promotes the behavioural objective 7.1. The problems about the environment and actions to take against these problems are among the activity aims, which represents a similar purpose with the objective 7.1. to protect the environment.

Table 32

Samples of Behavioural Objective 7.1. in 7th Grade

Unit 9 Environment			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Work in pairs. Read the role cards and make a dialogue. You can use the prompts below	Speaking/ R	Introducing the problems and solutions about the environment while taking action	develop an understanding of how our choices and actions can make our home, planet a better place to live and can *protect our environment*

You will make a campaign to protect the environment. Look at the photos, follow the steps below and talk about it.	Speaking/ Arts & Crafts	Introducing the problems and solutions about the environment while taking action	develop an understanding of how our choices and actions can make our planet a better place to live and can *protect our environment*
Imagine that you will do something for the Earth. Read the problems and choose at least two of them. What will you do? How will you do? Write your messages in the boxes by using First, Then and Finally.	Writing/ Transfer	Information	Introducing the problems and solutions about the environment while taking action	develop an understanding of how our choices and actions can make our planet a better place to live and can *protect our environment*

Figure 16 shows a sample of objective 7.1. in a speaking activity in Unit 9. In the activity, the learners create a campaign to protect the environment. They talk about what to do and not to do in this matter. Some prompts with which they organise their ideas are given to the students. They make their own slogans and give details about the processes of their campaign. This activity enhances how to protect their environment.

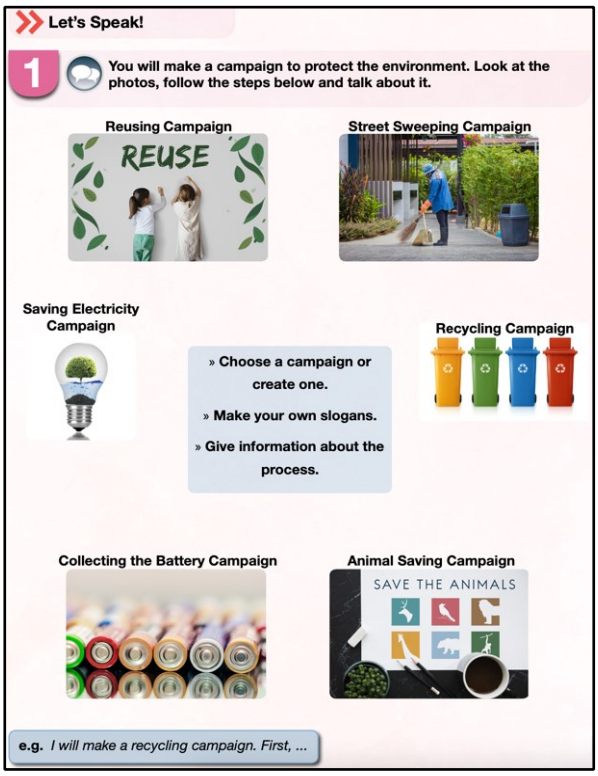


Figure 16. An example of how our actions can protect our environment in unit 9.

The second most common learning objective of behavioural domain detected in the 7th grade book is 7.6. (*f*=5) which is to develop *an understanding of examples of individuals and groups who made a difference at local and global levels and their perspectives, actions and social connectedness.* It is mostly common in Unit 3 *Biographies* (*f*=3) and Unit 10 Planets (*f*=10).

Table 33

Distribution of Behavioural Objective 7.6. in 7th Grade

	Unit Number	Unit Name	*f*
	3	Biographies	4
	10	Planets	1
Total			5

The activity samples found in Unit 3 for the objective 7.6. are given below in Table 34. The unit presents examples of important individuals who got successful and had a contribution. The activity aims to lead students to make research about these individuals and their success. In the activities, the learners are asked to choose famous individuals and do research on their lives, which they present in the class.

The activities focus not only on the family, and education life but also the profession and successes of these famous individuals. This shows that the 7th grade coursebook has a space to introduce individuals who have taken part in community work.

Table 34

Samples of Behavioural Objective 7.6. in 7th Grade

Unit 3 Biographies

Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Choose a famous person and do research about her/his life. Then, present it to the class	Speaking/ Information/ Opinion Gap	Introducing important individuals who had a contribution in different fields by researching about them	develop an understanding of examples of individuals who made a difference at local and global levels and their perspectives, actions and social connectedness

Look at the pictures and short information about the successful chief admiral, Barbarossa Hayreddin. Use the notes and write a paragraph about him.	Speaking/ Information Transfer	Introducing important individuals who had a contribution in different fields by researching about them	develop an understanding of examples of individuals who made a difference at local and global levels and their perspectives, actions and social connectedness

The last two behavioural objectives found are 7.2. (*f*=1) and 7.4. (*f*=1) which have only 2 examples in the 7th grade book. The first least common behavioural objective in the 7th grade book is 7.2. which is *"develop an understanding of connection between personal, local, national and global issues"*. Table 35 shows that this objective is only seen in Unit 7 *Dreams* (*f*=1).

Table 35

Distribution of Behavioural Objective 7.2. in 7th Grade

Unit Number	Unit Name	*f*
7	Dreams	1
Total		1

Table 36 shows an activity in which a task activity is given to the students and they are asked to write down a paragraph about their dreams and expectations about the future. As the activity asks learners to follow the steps, it does not only include an ordinary writing activity but a task which requires doing research before writing. Therefore, students' perspectives about the future include a bigger perspective including their future expectations about the developments in the world in which they will participate.

Table 36

Samples of Behavioural Objective 7.2. in 7th Grade

Unit 7 Dreams			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective

Follow the steps and write a simple paragraph. Present it to the class.	Speaking/ Art & Crafts	Talking about dreams, expectations and future goals by researching about them	develop an understanding of connection between personal, local, national and global issues

The final objective 7.4. (*f*=1) which is to develop *an understanding of roles played by voluntary groups, social movements and citizens in improving their communities and in identifying solutions to global problems* is given in Table 37. This objective is only seen in Unit 4 *Wild Animals (f=1).*

Table 37

Distribution of Behavioural Objective 7.4. in 7th Grade

	Unit Number	Unit Name	*f*
	4	Wild Animals	1
Total			1

Table 38 shows that in Unit 4, the writing activity promotes the idea of considering students as a volunteer from *WWF (World Wide Fund for Nature*) which is a non-governmental organisation founded to protect the environment with voluntary work. The learners write from the perspective of a non-governmental organisation about the giraffes including how to protect them.

Table 38

Samples of Behavioural Objective 7.4. in 7th Grade

Unit 4 Wild Animals			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective

Imagine that you are a volunteer from WWF. Use the prompts below and prepare a brochure about giraffes.	Speaking/ Art & Crafts	Learning about endangered animals to take action via organisations	understanding of roles played by voluntary groups, social movements and citizens in improving their communities and in identifying solutions to global problems

4.2 GCE Domains and Learning Objectives in 8th Grade English Coursebook

"Mastermind" is a MoNE approved 8th grade coursebook including different listening, reading, speaking and writing activities and exercises. The study focuses on all the activities in the units including *"Assignment"*, *"Revision"* and *"Additional Activities"* parts at the end of each unit. Listening tracks were not included in the study. The units which include cognitive, socio-emotional and behavioural learning domains were selected and manually coded. The activity objectives were detected for each activity.

In the 8th grade English coursebook, there are 10 units in total. 2 of these units do not have any GCE themes or objectives. As a result, 8 of the units have been evaluated in terms of their learning objectives for the study. Each of the units represents a certain theme in the 7th grade book (MoNE, 2018). Table 39 shows the units and their themes in MoNE as well as their GCE related themes. There are 13 different GCE themes which are matched with the unit themes of the MoNE books.

Table 39

Themes Representing Global Citizenship Education Objectives in the 8th Grade

Units	Themes of the Units	Related GCE Themes
Unit 1	Friendship	None
Unit 2	Teen Life	None
Unit 3	In the Kitchen	Culture, cultural diversity
Unit 4	On the Phone	Communication, media literacy
Unit 5	The Internet	Media literacy, social media
Table 39 (cont'd)		
Unit 6	Adventures	Community
Unit 7	Tourism	Culture, cultural diversity
Unit 8	Chores	Self and others, family, partnership skills

Unit 9	Science	Innovation and well-being
Unit 10	Natural Forces	Environment, climate change, natural disasters

As mentioned above, two of the units did not include any GCE related activities. In addition to these 2 units, some of the activities throughout the other 8 units which were evaluated in terms of their learning objectives in the book did not include any learning objectives related to GCE. In the total of 8 units, there are 229 activities. 75 of the activities in the 8th grade English books did not match under any of the GCE objectives. Therefore, they are not added to Table 40 given below.

As given in Table 40, 154 of the activities include a GCE objective. Each of the activities which has been evaluated under an objective is given in a descriptive table. There are 133 activities with cognitive domain of learning, 18 activities with socio-emotional domain of learning and 3 activities with behavioural domain of learning.

It can be seen from the table that cognitive domain consists the majority of the GCE related activities whereas behavioural domain is the one with the least found. It can be also seen from Table 40 that cognitive domain consists (86,4%) the majority of the global citizenship education related activities whereas behavioural domain is the one with the least found (1,9%). Besides, socio-emotional objectives can be seen in 11,7% of the activities in the 8th grade book.

Table 40

Number of Activities Representing Different GCE Learning Domains in 8th Grade

Domain	*f*	%
Cognitive	133	86,4
Socio-emotional	18	11,7
Behavioural	3	1,9
Total	154	100

4.2.1 Cognitive learning objectives in the 8th grade book. The cognitive domain of learning in the activities varies in terms of their learning objectives in the 8th grade book. As Table 41 presents, there are 10 different types of cognitive learning objectives found in the 8th grade book. 5 cognitive learning objectives are not seen at

all in the book. This shows that 8th grade coursebook promotes the cognitive objectives in the checklist to a great deal.

According to the table, the objective 1.4. (*f*=29) dominates (18,8%) over other cognitive objectives. In the following, the objective 2.3. (*f*=24) follows it with 15,6% respectively. The least common cognitive objective 1.5. (*f*=2) is included only in the 1,3% of the activities. Each of the objectives found are explained below with the activity samples provided for them in the units of 8th grade book.

Table 41

Distribution of Cognitive Domain Learning Objectives in 8th Grade

	f	%
Topic 1: Local, national and global systems and structures		
Develop an understanding of:		
1.1. basic local, national and global governance structures and systems and how these are interconnected and interdependent (trade, migration, environment, media, international organisations, political and economic alliances, public and private sectors, civil society)	5	3,3
1.2 the self, family, school, neighbourhood, community, country, the world	4	2,6
1.3 how the world is organised (groups, communities, villages, cities, countries, regions)	16	10,4
1.4 relationships, membership, rule-making and engagement (family, friends, school, community, country, the world)	29	18,8
1.5. similarities and differences in rights and responsibilities, rules and decisions and how different societies uphold these (including looking at history, geography, culture)	2	1,3
1.6. similarities and differences in how citizenship is defined	0	0
1.7. show examples of global citizens	10	6,5
1.8. develop an understanding of good governance, rule of law, democratic processes, transparency	0	0
Topic 2: Issues affecting interaction and connectedness of communities at local, national and global levels		
Develop an understanding of:		
2.1. global changes and developments and their impact on people's daily lives	14	9,1
2.2 how the individual and the community affect the global community	6	3,9
2.3 global issues (climate change, poverty, gender inequality, pollution, crime, conflict, disease, natural disasters, human and animal rights) and the reasons for these problems	24	15,6
2.4. connections and interdependencies between global and local issues	0	0
Topic 3: Underlying assumptions and power dynamics		
Develop an understanding of:		
3.1 media literacy and social media skills	23	14,9
3.2. different points of view, subjectivity, evidence and bias	0	0
3.3. actors influencing viewpoints	0	0
Total	133	84,4

The most common learning objective is 1.4. (*f*=29) which is to develop *an understanding of relationships, membership, rule-making and engagement (family, friends, school, community, country, the world).* The examples of this objective are mostly seen in Unit 8 *Chores* (*f*=18). It can also be seen in Unit 3 (*f*=2), Unit 6 (*f*=4) and Unit (*f*=5). The high frequency of the objective 1.4. shows that the activity objectives in the 8th grade book prioritises teaching about relationships, and being part of a member of a community.

Table 42

Distribution of Cognitive Objective 1.4. in 8th Grade

	Unit Number	Unit Name	*f*
	3	On the Phone	2
	6	Adventures	4
	7	Tourism	5
	8	Chores	18
Total			29

Activity samples for the cognitive objective 1.4. in Unit 8 are given below in Table 43. The table reveals that the activities in the unit include reading activities aimed to teach housework responsibilities shared within one's house. Other than that, housework related lexical items are introduced with the different types of vocabulary activities such as matching and information transfer etc.

Table 43

Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Read Hülya's diary. Compare the preparations in Hülya's house with the ones in your house	Reading/ Information Transfer	Learning about housework responsibilities	develop an understanding of relationships, membership, rulemaking and engagement (family)
Tick the chores you like doing	Vocabulary/ Information Transfer	Learning about housework related lexical items	develop an understanding of relationships, membership, rulemaking and engagement (family)

Find the chores and match them with the picture	Vocabulary/ Matching	Learning about housework lexical items	develop an understanding of relationships, membership, rulemaking and engagement (family)

Samples of Cognitive Objective 1.4. in 8th Grade

Unit 8 Chores

Figure 17 represents an example of the objective 1.4. in Unit 8. In the reading part of the unit, a text representing Sacrifice Feast Eve is given in the form of a diary. A girl named Hülya explains the duties followed in her family in the Sacrifice feast Eve. All members of the family have different duties. To demonstrate, her mother is responsible for hanging out the clothes and ironing while her father is responsible for cooking and going shopping. At the end of the text, it is specifically indicated the importance of sharing the duties in the family such as in the last sentence, which is *"*We must share our responsibilities as a family because it makes our life easier.*"*

Figure 17. The reading activity example relationships and engagement (family and community) in unit 8.

The second most common cognitive objective in the 8th grade book is 2.3. (f=24) which is to develop *an understanding of global issues (climate change, poverty, gender inequality, pollution, crime, conflict, disease, natural disasters) and the reasons for these problems.* Table 44 shows that this objective is mostly found in Unit 10 *Natural Forces*. The unit concerns the factors that have detrimental impacts on the world and the solutions regarding these natural forces. That is to say, the 8th grade coursebook has an aim to make learners concerned about global issues, which is mostly environmental.

Table 44

Distribution of Cognitive Objective 2.3. in 8th Grade

	Unit Number	Unit Name	*f*
	10	Natural Forces	29
Total			29

Table 45 shows the activity type samples of Unit 8 regarding the objective 2.3. The vocabulary activities in the unit introduces the necessary lexical items about the natural forces and disasters and their effects in some of the countries which take place in the different parts of the world. Speaking activities in the unit aims to introduce the reasons and the results of these natural forces and disasters. Different types of natural global challenges and problems are introduced such as *global warming* and *destructive floods* seen in the table.

Table 45

Samples of Cognitive Objective 2.3. in 8th Grade

Unit 8 Chores

Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Tick the natural forces occurring in your country. Share them with your classmates.	Vocabulary/ Information Transfer	Learning about natural forces and environment related lexical items	develop an understanding of global issues (*climate change, pollution, natural disaster*s) and the reasons for these problems
What are your predictions about natural forces and disasters? Support your predictions by giving reasons and results.	Speaking/ Question & Answers	Learning about natural forces and environment	develop an understanding of global issues (*climate change, pollution, natural disaster*s) and the reasons for these problems
Read the blog. What are the effects of global warming on animals?	Reading/ Information Transfer	Learning about natural forces and environment	develop an understanding of global issues (*climate change, pollution, natural disaster*s) and the reasons for these problems
What are the main reasons for destructive floods? How do you think they will affect the future of the Earth? Express your predictions about the future of the Earth.	Speaking/ Questions & Answers	Learning about natural forces and environment	develop an understanding of global issues (*climate change, pollution, natural disaster*s) and the reasons for these problems

Figure 18 shows a speaking activity sample taken from Unit 8 which represents the objective 2.3. in which the students are introduced to a problem taking place in The Amazon Forests which is caused by people. They are encouraged to talk about similar problems happening in the world. It can be seen in the activities that not only the existing problems of the Earth are highlighted but also future predictions and concerns about it are included. As a follow up for the speaking activity, the learners are supposed to write a short paragraph about one of the natural forces and disasters by giving reasons and results including their own predictions about them for the future world.

This shows that the 8th grade coursebook includes activities that address global issues to the learners.

Figure 18. A speaking activity example of global issues (climate change, pollution, natural disasters) and the reasons for these problems in unit 10.

The third most common cognitive objective is 3.1. (*f*=23) which is to develop *an understanding of media literacy and social media skills (different forms of media, including social media).* Table 46 shows that this objective is mostly detected in Unit 5 *Internet.* Therefore, the high frequency of the objective 3.1. shows that the 8th grade coursebook aims to develop media skills.

Table 46

Distribution of Cognitive Objective 3.1. in 8th Grade

	Unit Number	Unit Name	*f*
	5	The Internet	23
Total			29

Table 47 presents the activity samples provided for the related objective 3.1.

in Unit 5. As it can be seen from the table, different activity aims are detected in the unit. The unit introduces the lexical items to teach the necessary internet related vocabulary such as frequently seen or used icons and phrases. Discussing internet *habits*, introducing the *history of the internet*, awareness on *internet safety* and *internet addiction* are among the aims of the activities in the unit, which all match with the related objective about media literacy and social media skills.

Table 47

Samples of Cognitive Objective 3.1. in 8th Grade

Unit 5 The Internet			
Activity Name and Description	Skill Type Domain/Activity	Activity Aim	Related Objective
Match the words/ phrases with the icons. Share them with your classmates.	Vocabulary/ Information Transfer	Learning about internet related lexical items	develop an understanding of *media* literacy (different forms of media)
Work in pairs. Talk about the Internet habits in your family.	Speaking/ Information/Opinion Gap	Learning about internet habits	develop an understanding of social media skills (different forms of media, including social media)
Read the texts. Put them in a chronological order.	Reordering	Learning about the history of internet	develop an understanding of media literacy
Read the sentences. Put a mark Tick or Cross in the boxes according to the Internet safety.	True/ False/ No Information	Learning about internet safety	develop an understanding of media literacy and social media skills (different forms of media, including social media)
Circle the best option for you. Evaluate yourself.	Speaking/ Information Transfer	Learning about internet addiction	develop an understanding of media literacy and social media skills (different forms of media, including social media)

Figure 19 shows an activity sample seen in Unit 5 which is found as an example to the related objective 3.1. In the activity, *internet safety* is given to the students through an ordering activity. The concept of *"Internet Safety"* was introduced. The sentences give examples of how to think critically about our actions on the internet. *"Believe in all news on the Internet*" and "*Refuse unknown people's friend requests"* are some of the options that take place in the activity.

Figure 19. A speaking activity example of media literacy and social media skills in unit 5.

The fourth most common objective is 1.3. (*f*=16) which is to develop *an understanding of how the world is organised (groups, communities, villages, cities, countries, regions).* Table 48 shows that this objective is seen mostly in Unit 7 (*f*=15).

Table 48

Distribution of Cognitive Objective 1.3. in 8th Grade

	Unit Number	Unit Name	*f*
	6	Adventures	1
	7	Tourism	15
Total			16

Table 49 shows the activity types samples taken from Unit 7 regarding the cognitive objective 1.3. The activities in the unit aim to introduce different tourist attractions and some important aspects of these places including the touristic activities to be done in these touristic places. The activity aims can vary in terms of the skill domain of the activities. Speaking and reading centred activities introduce the cities or the countries themselves whereas vocabulary skill activities represent tourism related lexical items. The existence of this objective in the 8th grade coursebook shows that

the coursebook aims to introduce the learners to the organisation of the world in terms of cities and the countries.

Table 49

Samples of Cognitive Objective 1.3. in 8th Grade

Unit 7 Tourism			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Suppose that you are going on a holiday with your family. What type of places do you prefer? Why?	Speaking/ Questions & Answers	Learning about tourist attractions of different cities	develop an understanding of how the world is organised (cities, countries)
Read the brochure. Where can you stay in Safranbolu?	Reading/ Information Transfer	Learning about tourist attractions of different cities	develop an understanding of how the world is organised (cities, countries)
Match the words with the pictures.	Vocabulary/ Matching	Learning about tourism related vocabulary	develop an understanding of how the world is organised (cities, countries)

Figure 20 is taken from Unit 7 to demonstrate an example of the related objective 1.3. in the 8th grade English book. A reading text aims to show the cultural background of a touristic city called *Safranbolu* in Turkey. It has been included in the text that Safranbolu is in the *UNESCO World Heritage List*. The important aspects of the city and the way it has been protected is specifically included in the activity.

Activity 2

Read the brochure. Where can you stay in Safranbolu?

A City at the Crossroad of History, Culture and Nature

Safranbolu is a touristic town in northeast of Karabük in the Black Sea Region. The old town preserves many historic buildings, fountains, mosques, tombs, Turkish baths and caravansaries dating back to Ottoman Empire. Also, there are ancient settlements, rock tombs and historical bridges in the town. Safranbolu is in UNESCO World Heritage List. Safranbolu has also delicious traditional dishes. You should definitely try Kuyu kebab. Moreover, Safranbolu Turkish delight is as famous as Safranbolu houses. It's easy to find accommodation for every budget in Safranbolu. Mostly, bed and breakfast pansions are common. If you want to touch the living history, you don't need to look for any other places.

Activity 1

Scan the brochure. Choose the correct answer.

1 Safranbolu is in the northeast of ..... .

(a) Kastamonu (b) Karabük (c) Kırşehir

2 Safranbolu is in ..... World Heritage List.

(a) UN (b) UNICEF (c) UNESCO

3 Mostly ..... are common in Safranbolu.

(a) bed and breakfast pansions (b) all-inclusive hotels (c) incredible resorts

Figure 20. A reading activity example of how the world is organised (cities and countries in unit 7.

The fifth cognitive objective is 2.1. (f=14) which is to develop *an understanding of global changes and developments and their impact on people's daily lives.* Table 50 shows that this objective 2.1. can be mostly seen in Unit 9 *Science* (f=11) the 8th grade English book.

Table 50

Distribution of Cognitive Objective 2.1. in 8th Grade

	Unit Number	Unit Name	f
	4	On the Phone	3
	9	Science	11
Total			15

Table 51 shows the activity samples taken from Unit 9 for the objective 2.1. The unit includes scientific developments which affect people's daily lives. These scientific developments enhancing the quality of human life are included in the unit through different types of activities. Skill based activities aim to represent different inventions and discoveries including the inventors and scientists who found them. In the speaking activities, talking about scientific achievements are enhanced with the aim of showing scientific developments which have an impact on human life regarding past and present.

Table 51

Samples of Cognitive Objective 2.1. in 8th Grade

Unit 9 Science

Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Listen to the recording. Tick what they invented/ discovered.	Listening/ Information Transfer	Learning about wellknown inventions and discoveries	develop an understanding of global changes and developments and their impact on people's daily lives
Write a short paragraph about other scientific achievements by describing them.	Writing/ Information Transfer	Learning about wellknown inventions and discoveries	develop an understanding of global changes and developments and their impact on people's daily lives
Work in pairs. Talk about scientific actions happening currently and in the past.	Speaking/ Information/Opinion Gap	Learning about wellknown inventions and discoveries	develop an understanding of global changes and developments and their impact on people's daily lives

Figure 21 is given to demonstrate an example of the related objective 2.1. in Unit 9. In a listening activity, some inventions or discoveries are asked to be matched with the people who found them. The learners are supposed to *match microbe, rabies vaccine, laws of gravity, catgut* and *smallpox vaccination* with the scientists given.

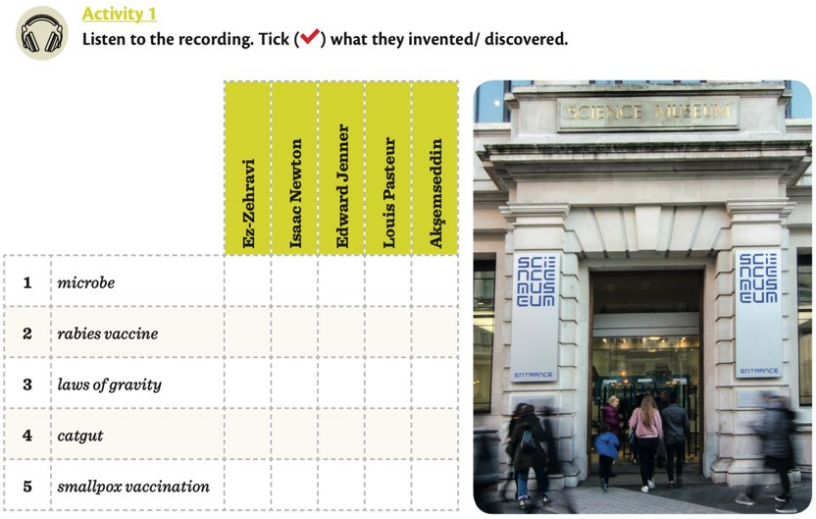


Figure 21. A listening activity example of global changes and developments and their impact on people's daily lives in unit 9.

The sixth cognitive objective found in the 8th grade English book is 1.7. (f=10) which is to *show examples of global citizens*. The units presenting the objective 1.7 in the 8th grade book are given in Table 52. This objective is mostly detected in Unit 9 Science (f=8) in the 8th grade book. The frequency of the objective 1.7. shows that the coursebook includes individuals who might be counted as the examples as global citizens.

Table 52

Distribution of Cognitive Objective 1.7. in 8th Grade

	Unit Number	Unit Name	*f*
	6	Adventures	2
	9	Science	8
Total			10

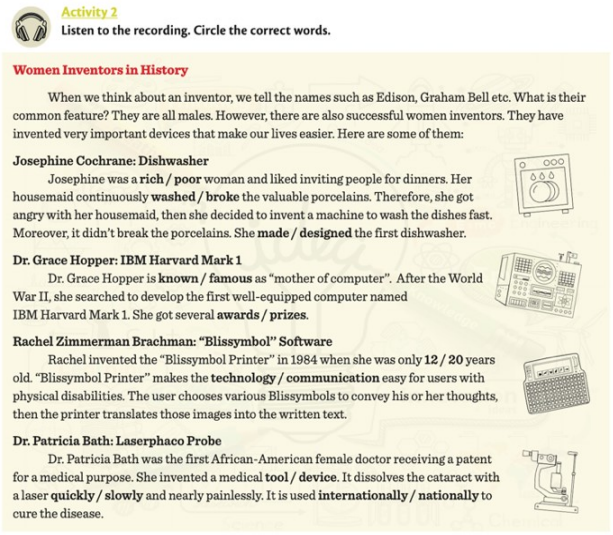
Table 53 presents the activity type samples found in Unit 9 in the 8th grade book regarding the objective 1.7. The examples of different scientists throughout the unit explaining their contributions to their societies and the world is given among the activity aims of Unit 9. Individuals who had a contribution in a different field of science who could be evaluated as global citizens due to their contributions are introduced in different skill-based activities. The activities promote students' knowledge about the given scientists and inventors by showing them their lives and contributions.

Table 53

Samples of Cognitive Objective 1.7. in 8th Grade

Unit 9 Science			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Tick the scientists you know.	Speaking/ Information Transfer	Introducing individuals who had a contribution to society in the field of science	show examples of global citizens
Read the texts. Suppose that you are a scientist. Which cure would you like to find?	Reading/ Information Transfer	Introducing individuals who had a contribution to society in the field of science	show examples of global citizens

Figure 22 is given as a sample of objective 1.7. in Unit 9. The figure represents different global citizens seen through a listening activity. The listening activity aims to introduce *Women Inventors in History* within a text, in which it is indicated that when people think about an inventor, the examples given are usually male inventors. Therefore, the listening activity presents some successful women inventors such as *Josephine Cochrane, Dr. Grace Hopper, Rachel Zimmerman Brachman* and *Dr. Patricia Bath* to change a misconception.



Activity 2

Listen to the recording. Circle the correct words.

Women Inventors in History

When we think about an inventor, we tell the names such as Edison, Graham Bell etc. What is their common feature? They are all males. However, there are also successful women inventors. They have invented very important devices that make our lives easier. Here are some of them:

Josephine Cochrane: Dishwasher

Josephine was a **rich / poor** woman and liked inviting people for dinners. Her housemaid continuously **washed / broke** the valuable porcelains. Therefore, she got angry with her housemaid, then she decided to invent a machine to wash the dishes fast. Moreover, it didn't break the porcelains. She **made / designed** the first dishwasher.

Dr. Grace Hopper: IBM Harvard Mark 1

Dr. Grace Hopper is **known / famous** as "mother of computer". After the World War II, she searched to develop the first well-equipped computer named IBM Harvard Mark 1. She got several **awards / prizes**.

Rachel Zimmerman Brachman: "Blissymbol" Software

Rachel invented the "Blissymbol Printer" in 1984 when she was only **12 / 20** years old. "Blissymbol Printer" makes the **technology / communication** easy for users with physical disabilities. The user chooses various Blissymbols to convey his or her thoughts, then the printer translates those images into the written text.

Dr. Patricia Bath: Laserphaco Probe

Dr. Patricia Bath was the first African-American female doctor receiving a patent for a medical purpose. She invented a medical **tool / device**. It dissolves the cataract with a laser **quickly / slowly** and nearly painlessly. It is used **internationally / nationally** to cure the disease.

Figure 22. The reading activity examples of global citizens in unit 9.

The seventh most common cognitive objective is 2.2. (f=6) which is to develop *an understanding of how the individual or/and the community affect the global*

community. Table 54 shows that cognitive objective 2.2. is mostly detected in Unit 9 *Science* in the 8th grade book.

Table 54

Distribution of Cognitive Objective 2.2. in 8th Grade

Unit Number	Unit Name	*f*
9	Science	6
Total		6

Sample activity types are given in Table 55 regarding the cognitive objective 2.2. in the 8th grade English book. The table shows the activity aims that are matched with the GCE objective in the framed checklist. It has been found that 6 of the activities in Unit 9 promote the relationship between the inventors and their global impact via the contribution of their inventions. Table 55 represents a speaking activity aimed to evaluate the scientific achievements who were likely to change the world.

Table 55

Samples of Cognitive Objective 2.2. in 8th Grade

Unit 9 Science			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Match the fields of science with wellknown people. Share them with your classmates.	Speaking/ Matching	Learning about wellknown inventions and discoveries within their effects	develop an understanding of how the individual or/and the community affect the global community
Look at the inventions. Share your ideas about these scientific achievements. Which one/ ones changed the world the most	Speaking/ Questions & Answers	Learning about wellknown inventions and discoveries within their effects	develop an understanding of how the individual or/and the community affect the global community

The eighth cognitive objective detected in the 8th grade English book is 1.1. (*f*=5) which is *develop an understanding of basic local, national and global governance structures and systems and how these are interconnected and*

interdependent (trade, migration, environment, media, international organisations, political and economic alliances, public and private sectors, civil society). Table 56 shows that this cognitive objective is mostly found in Unit 4 *On the Phone* (*f*=3). Following this, there are also some examples that can be seen in Unit 6 Adventures (*f*=2). As the examples of the objective 1.1. are mostly seen in Unit 4, samples from this unit are given in this chapter.

Table 56

Distribution of Cognitive Objective 1.1. in 8th Grade

Unit Number	Unit Name	*f*
4	On the Phone	3
6	Adventure	2
Total		5

Table 57 represents the sample activity types of the objective 1.1. in Unit 4 in the 8th grade book. The unit aims to introduce the emergency numbers and their functions in Turkey. The sample below in Table 57 gives the examples of emergency numbers such as *110, 112* and *155.* The aim is to teach learners how to get in touch with these governmental systems regarding emergent situations.

Table 57

Samples of Cognitive Objective 1.1. in 8th Grade

Unit 1 In the Kitchen			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Match the emergency numbers with the services.	Speaking/ Matching	Learning about emergency numbers and their functions	develop an understanding of basic local, national and global governance structures and systems (*public sectors*)

The ninth cognitive objective found in the 8th grade book is 1.2. (*f*=4) which is *"develop an understanding of the self, family, school, neighbourhood, community, country, the world.* Table 58 shows that 1.2. is mostly found in Unit 3 named as *In the Kitchen* (*f*=3). The other unit in which this objective is detected is Unit 7 (*f*=1).

As the examples of the objective 1.2. are mostly seen in Unit 1.

Table 58

Distribution of Cognitive Objective 1.2. in 8th Grade

Unit Number	Unit Name	*f*
1	In the Kitchen	3
7	Tourism	1
Total		4

Activity samples regarding the objective 1.2. in Unit 1 is given below in Table 59. There are activities in the unit which aims to introduce different cuisines. In a matching activity, the learners are asked to match the cultural food with the countries given. They learn about the world and different cultures of the world regarding different cuisines which are unique to them. In another speaking, the learners are given a question about their own preferences. They share their choices of cuisine types, which enhances the understanding of another culture.

Table 59

Samples of Cognitive Objective 1.2. in 8th Grade

Unit 1 In the Kitchen			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Match the cuisine with the pictures. Share them with your classmates.	Speaking/ Matching	Introducing different cuisines	develop an understanding of the world
Which cuisine do you prefer? Share your answers by giving a simple description.	Speaking/ Question & Answers	Introducing different cuisines	develop an understanding of the world

The tenth and the last cognitive objective seen in the 8th grade book is 1.5. (*f*=2) which is to develop *an understanding of similarities and differences in rights and responsibilities, rules and decisions and how different societies uphold these (including looking at history, geography, culture).* Table 60 presents that the objective 1.5. is mostly found in Unit 8 named as *Chores* (*f*=2).

Table 60

Distribution of Cognitive Objective 1.5. in 8th Grade

Unit Number	Unit Name	*f*
8	Chores	2
Total		2

Activity samples regarding the objective 1.5. in Unit 8 in the 8th grade book is given below in Table 61. The activities in the unit aims to introduce responsibilities at school performed in different cultures. The reading activity presents a text in which the learners talk about a traditional education system in which the students are to clean their own classes. The text gives details about the education system in which students are aimed to be responsible members of the society. This different education system is compared with the Turkish education system.

Table 61

Samples of Cognitive Objective 1.5. in 8th Grade

Unit 8 Chores			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Read the journal entry. Who cleans classrooms in Japan?	Reading/ Information Transfer	Learning about responsibilities regarding school in different cultures	develop an understanding of similarities and differences in responsibilities and how different societies uphold these (culture)

4.2.2 Socio-emotional objectives in the 8th grade book. The examples of all cognitive objectives seen in the 8th grade book are given above in the chapter. There are also socio-emotional objectives found in the 8th grade English book. As given in Table 62, when the activities in the 8th grade book are examined, there are 18 activity examples of the socio-emotional learning objectives in the 8th grade book in total. These socio-emotional objectives are found under Topic 4 and Topic 5. It has been detected that there are 4 different types of GCE socio-emotional learning objectives. There are no examples of some of the socio-emotional objectives, which are all given in Table 62. 12 of socio-emotional objectives are not found in the 8th grade book at all.

The table shows that the activities in the 8th grade book mostly promote identity related objectives under Topic 1. There is not much space for

As Table 62 represents, the most common socio-emotional objective is 4.1. (*f*=12) which is to develop *an understanding of self-identity, belonging and relationships (self, family, friends, community, region, country).* According to Table 62, the objective 4.1. (*f*=12) dominates (7,8%) over other socio-emotional objectives. Each objective 4.2. (*f*=2), 4.3. (*f*=2) and finally 5.8. (*f*=2) follows it with 1,3 % respectively. Each of the objectives found are explained below with the activity samples provided for them.

Table 62

Distribution of Socio-Emotional Domain Learning Objectives in 8th Coursebook

	f	%
Topic 4: Different levels of identity		
Develop an understanding of:		
4.1. self-identity, belonging and relationships (self, family, friends, community, region, country)	12	7,8
4.2. how the individual relates to the community (historically, geographically and economically)	2	1,3
4.3. how we are connected to the wider world beyond our immediate community and through different modalities (media, travel, music, sports, culture)	2	1,3
4.4. nation state, international organisations and bodies, multinational corporations	0	0
4.5. empathy, solidarity, conflict management and resolution, preventing violence, including gender-based violence, and bullying	0	0
4.6. negotiation, mediation, reconciliation, win-win solutions	0	0
4.7. regulating and managing strong emotions	0	0
4.8. resisting negative peer pressure	0	0
Topic 5: Different communities people belong to and how these are connected		
Develop an understanding of:		
5.1. different cultures and societies beyond own experience and the value of different perspectives	0	0
5.2. similarities and differences within and between cultures and societies	0	0
5.3. rule-making and engagement in different parts of the world and among different groups	0	0
5.4. connections between communities	0	0
5.5. notions of justice and access to justice	0	0
5.6. common basic needs and human rights	0	0
5.7. recognizing and respecting diversity	0	0

5.8. develop an understanding of valuing and respecting all human and living beings, the environment and things	2	1,3
Topic 6: Difference and respect for diversity		
Develop an understanding of:		
6.1. the similarities and differences between societies and cultures	0	0
6.2. what makes us similar and what makes us different from other people in the community	0	0
6.3. learning to appreciate and respect diversity and interact with others in the community and wider world	0	0
6.4. develop an understanding of importance of respect and good relationships for our well-being	0	0
6.5. develop an understanding of developing values and skills that enable people to live together peacefully	0	0
Total	18	11,7

Table 63 shows that the most common socio-emotional objective is 4.1. (*f*=12) which is to develop *an understanding of self-identity, belonging and relationships (self, family, friends, community, region, country).* The table below shows that the objective 4.1. are mostly found in Unit 8 named as *Chores* (*f*=2).

Table 63

Distribution of Socio-emotional Objective 4.1. in 8th Grade

Unit Number	Unit Name	*f*
7	Tourism	5
8	Chores	7
Total		12

Table 64 represents the activity type samples of the objective 4.1. found in Unit 8 *Chorus.* The activities in the unit promote the aim of introducing the housework responsibilities from the learners' perspectives. The table presents a speaking activity promoting the concept of obligations in one's daily life. The concept of sharing responsibilities successfully is one of the aims of the unit. There are different contexts promoting the idea of maintaining successful partnership skills such as at home towards their family, in an apartment towards their flatmate, at school towards their classmates and teachers.

Table 64

Samples of Socio-Emotional Objective 4.1. in 8th Grade

Unit 8 Chores

Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
What are your obligations? Which obligations do you like/ dislike doing? Share them with your classmates	Speaking/ Question & Answers	Learning about housework responsibilities within one's perspective	develop an understanding of relationships (self, family, friends, community)

Figure 23 is given as an example of the related objective 4.1. in Unit 8 in the 8th grade book. The activity aims to develop the understanding of sharing responsibilities at home with a flatmate. The concept of partnership skills is enhanced in the activity by promoting how to talk about the responsibilities they dislike most to do at home.

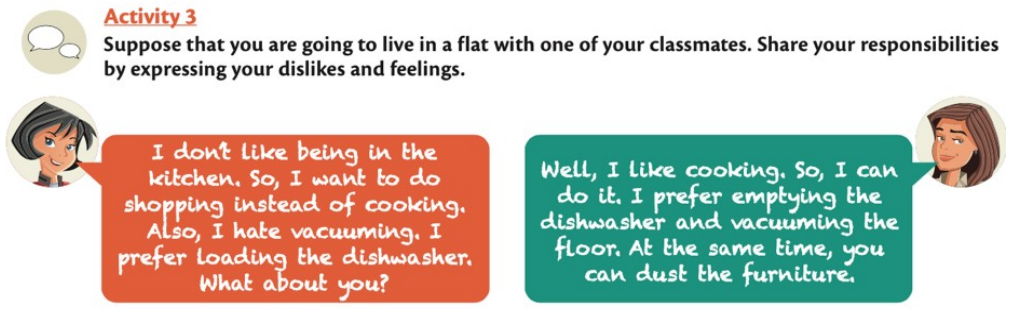


Figure 23. A speaking activity example of relationships (friend and community) in unit 8.

There are 3 more socio-emotional objectives found in the book which are 4.2. (f=2), 4.3. (f=2) and 5.8. (f=2) Each objective has 2 different examples in the 8th grade book. The first objective 4.2. (f=2) which is to develop *an understanding of how the individual relates to the community (historically, geographically and economically* is given below in Table 65. The objective 4.2. is mostly detected in Unit 4 On the Phone (f=1) and Unit 9 Science (f=1).

Table 65

Distribution of Socio-emotional Objective 4.2. in 8th Grade

Unit Number	Unit Name	*f*
4	On the Phone	1
9	Science	1

Total	2

Table 66 represents the activity types sample of the objective 4.2. below in Unit 4 in the 8th grade book. In Unit 4, a speaking activity aims to introduce the functions of a call centre which is given to the students to make them act out by calling a call centre for different purposes including donating some clothes and helping the homeless people. As the learners communicate to share their thoughts and solve the problems occurring in the community, this activity leads to showing them how they are related to the society they take part in.

Table 66

Samples of Socio-Emotional Objective 4.2. in 8th Grade

Unit 4 On the Phone			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Work in groups. Act out a call centre drama, choose a task from the role cards below. One by one call the call centre to share your problems.	Speaking/ Role Play	Learning about the functions of a call centre	develop an understanding of how the individual relates to the community (geographically and economically

Table 67 shows the other socio-emotional objective 4.3. (*f*=2) *"how we are connected to the wider world beyond our immediate community and through different modalities (media, travel, music, sports, culture)"* is mostly seen in Unit 5 *Internet (f=1)* and Unit 7 *Tourism* (*f*=1).

Table 67

Distribution of Socio-emotional Objective 4.3. in 8th Grade

Unit Number	Unit Name	*f*
5	Internet	1
7	Tourism	1

Total	2

Activity type sample of the objective 4.3. is provided below in Table 68. in which the learners walk around the class and carry out a questionnaire depending on their classmates' answers. The questions include information about travelling in which the ways and types their classmates have travelled so far. Sharing their experiences through travelling shapes learners' connection to the wider world.

Table 68

Samples of Socio-Emotional Objective 4.3. in 8th Grade

Unit 7 Tourism			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Go around in the classroom. Ask the questions to two of your friends. Tick their answers in the chart.	Speaking/ Find Someone Who	Learning about tourist attractions of different cities related to one's own experience	develop an understanding of how we are connected to the wider world beyond our immediate community and through different modalities *(travel and culture)*

The last socio-emotional objective seen in the 8th grade English coursebook is 5.8. (*f*=2) which is to develop *an understanding of valuing and respecting all human and living beings, the environment and things.* Table 69 shows that there are 2 different examples of this objective detected in Unit 10 named as *Natural Forces.*

Table 69

Distribution of Socio-emotional Objective 5.8. in 8th Grade

Unit Number	Unit Name	*f*
10	Natural Forces	1
Total		2

Table 70 shows the last activity sample of the socio-emotional objectives which is 5.8. The objective 5.8. is found in Unit 10 Natural Forces. In a speaking activity in the unit, a questionnaire presents an example of valuing nature as how to be eco-

friendly is enhanced in the activity. Eco-friendly solutions are suggested to protect nature and the world with the efforts of one could show.

Table 70

Samples of Socio-Emotional Objective 5.8. in 8th Grade

Unit 7 Tourism			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
How eco-friendly are you? Tick the questionnaire.	Speaking/ Information Transfer	Protecting the environment within one's efforts	develop an understanding of valuing and respecting all human and living beings, the environment and things

4.2.3 Behavioural learning objectives in the 8th grade book. The evaluation of all cognitive and socio-emotional objectives seen in the 8th grade book are given above in the chapter. Table 71 shows that only 3 behavioural objectives were found in the whole 8th grade book. The table also shows that behavioural learning objectives are found under Topic 7 and Topic 9. 16 of GCE behavioural objectives in the checklist are not found among the activity aims in the 8th grade book. This shows that 8th grade coursebook merely promotes behavioural learning objectives in the book. The objectives regarding ethical behaviour under Topic 8 is not promoted at all.

As it is given in Table 71, there are 2 different types of behavioural objectives (*f*=2) found in the 8th grade book. The most common behavioural objective is 7.1. (*f*=2) which is to develop *an understanding of how our choices and actions can make our home, school community, country and planet a better place to live and can protect our environment.* The other behavioural objective 9.4 (*f*=1) follows it with 0,6% respectively. Each of the objectives detected are given below with the samples provided for them.

Table 71

Distribution of Behavioural Domain Learning Objectives in 8th Coursebook

	f	%

Topic 7: Discuss the importance of individual and collective action and engage in community work		
Develop an understanding of:		
7.1. how our choices and actions can make our home, school community, country and planet a better place to live and can protect our environment	2	1,3
7.2. connection between personal, local, national and global issues	0	0
7.3. types of civic engagement for personal and collective action in different cultures and societies	0	0
7.4. roles played by voluntary groups, social movements and citizens in improving their communities and in identifying solutions to global problems	0	0
7.5. examples of individuals and groups engaged in civic action who have made a difference at local and global levels and their perspectives, actions and social connectedness	0	0
7.6. examples of individuals and groups who made a difference at local and global levels and their perspectives, actions and social connectedness	0	0
7.7. the fact that actions have consequences	0	0
Topic 8: Ethically responsible behaviour	0	0
Develop an understanding of:	0	0
8.1. what it means to be an ethically responsible and engaged global citizen	0	0
8.2. personal perspectives on fairness and issues of global concern	0	0
8.3. real life examples of global injustice	0	0
Topic 9: Getting engaged and taking action	0	0
Develop an understanding of:	0	0
9.1. how people are involved with the organisations and what knowledge, skills and other attributes they bring	0	0
9.2. factors that can support or hinder change	0	0
9.3. the role of groups and organisations	0	0
9.4. engaging in projects and written work	1	,6
9.5. forms of engagement at home, school, community as basic aspects of citizenship	0	0
9.6. participating in community-based activities	0	0
9.7. participating in decision-making at school	0	0
Total	3	1,9

There are 3 examples of the behavioural objective throughout the 8th grade English coursebook. The first behavioural objective found is 7.1. (*f*=2) which is *"develop an understanding of how our choices and actions can make our home, school community, country and planet a better place to live and can protect our environment".* Table 72 shows that there are 2 examples of this objective which are detected in Unit 9 *Science* (*f*=1). and Unit 10 Natural Forces *(f=1).*

Table 72

Distribution of Behavioural Objective 7.1. in 8th Grade

	Unit Number	Unit Name	*f*
	9	Science	1
	10	Natural Forces	1
Total			2

An activity type sample of the objective 7.1. is given below in Table 73. The activity in Unit 10 *Natural Forces* asks learners to prepare a poster about scientific inventions or discoveries. The learners are encouraged to come up with environment friendly ideas to take action on the behalf of the planet. Some mottos are given as an example for the students such as "Safer environment, cheaper energy resources."

Table 73

Samples of Behavioural Objective 7.1. in 8th Grade

Unit 10 Natural Forces			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Read the brochure. Write a motto in the brochure.	Speaking/ Arts and Crafts	Learning about natural forces and environment to take an action	develop an understanding of how our choices and actions can make our planet a better place to live and can protect our environment

Figure 24 represents an example of the related objective 7.1. found in Unit 10 *Natural Forces*. The activity below asks learners to read a brochure about the droughts that have been witnessed recently. The explanation carried by NASA is given to the students showing the differences between man-made drought and natural drought. The learners are expected to write a motto to get the attention of the audience about the global problem given.

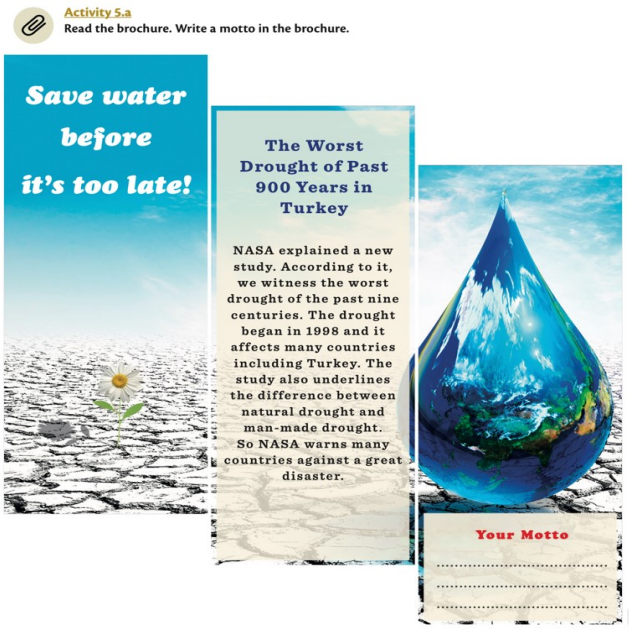


Figure 24. A writing activity example of how our actions can make our planet a better place to live and can protect our environment in unit 10.

The last behavioural domain objective example detected in the 8th grade book is 9.4. (*f*=1) which is to develop *an understanding of engaging in projects and written work*. Table 74 shows the number of GCE activities found in Unit 5 named *Internet*.

Table 74

Distribution of Behavioural Objective 9.4. in 8th Grade

Unit Number	Unit Name	*f*
5	Internet	1
Total		1

Table 75 presents the last behavioural objective 9.4. with an activity sample. The students are asked to prepare a poster about their own internet habits. For the activity, a poster which has a slogan about internet addiction is given to students. The learners learn how they are connected to a wider world via different media modalities such as the internet with proper use. The activity promotes an engagement in a written work by hanging the posters on the classroom walls and creating a gallery walk.

Table 75

Samples of Behavioural Objective 9.4. in 8th Grade

Unit 5 Internet			
Activity Name and Description	Skill Domain/Activity Type	Activity Aim	Related Objective
Prepare a poster to illustrate your Internet habits and hang it on the classroom walls.	Speaking/ Arts and Crafts	Learning about internet habits to call attention to internet addiction	develop an understanding of engaging in projects and written work

To sum up, the results showed that the total number of activities evaluated under a learning domain is 131. The number of activities related to cognitive domain of learning in total is 98 in which there are 6 different types of cognitive objectives found in the 7th grade English book. On the other hand, in the 8th grade English book, there are 154 activities which are evaluated under a learning domain. 133 of these activities are cognitive activities which have 10 different types of cognitive domain objectives. While the most common cognitive objective in the 7th grade book is 1.2 (f=24), the same objective has only 4 (f=4) examples in the 8th grade book. Moreover, the most common objective 1.4 (f=29) in the 8th grade has only 4 (f=4) examples in the 7th grade. The second most common cognitive objective in the 8th grade book which is 3.1. (f=23) has no examples in the 7th grade. In both of the books, some objectives are never emphasized. These cognitive objectives that are never seen are 1.6, 1.8., 2.4, 3.3 and 3.4.

The number of activities related to the socio-emotional domain of learning in total is 18 in which there are 3 different types of socio-emotional objectives seen in the 7th grade book. In addition to that, there are also 18 different examples in the 8th grade book, which has 4 different types of socio-emotional objectives in total. 4.1 (f=12) is the activity objective that is mostly seen in the 8th grade book, which is the same in the 7th grade book, too. However, the socio-emotional objective which is 5.8. (f=2) in the 8th grade book is not found in 7th grade. While the second most common objective 4.3. (f=4) in the 7th grade book has 2 examples, the same objective has only 2 examples in the 8th grade.

The total number of activities for the behavioural domain is 15 which has 4 different types of behavioural objectives throughout the book. One of these objectives found in the 7th grade book is a simplified activity which is 7.6. (f=5). On the other hand, the total number of activities in the 8th grade book is 3 varying in 2 different

types of behavioural objectives which are 7.1. (f=2) and 8.9. (f=1). The most common behavioural objective in the 7th grade 7.1 (f=8) has only 2 examples in the 8th grade. The objectives detected in the 7th grade book which are 7.2. (f=1), 7.4 (f=1) and 7.6 (f=5) are not found in the 8th grade book whereas behavioural objective 9.4. (f=1) in the 8th grade is not seen in the 7th grade.

Chapter 5

Discussion and Conclusion

This chapter provides a detailed interpretation of the findings presented in the previous chapter. It was attempted to compare and contrast the results obtained in the study with the existing literature. Following that, the findings are discussed which is followed by the presentation of practical and theoretical implications.

5.1 Discussion of the Results for Research Questions

5.1.1 Discussion of the findings of RQ1: To what extent are the cognitive, socio-emotional and behavioural learning domains of GCE represented in 7th and 8th grade Turkish MoNE Secondary Education English coursebooks? The first research question aimed to reveal cognitive, socio-emotional and behavioural domains of learning in the 7th and 8th grade English coursebooks designed by Turkish MoNE. It was observed that GCE domains of learning are found in the secondary education coursebooks varying in number and content. There are both similarities and differences in the distribution of GCE learning domains between the coursebooks. The results show connections with the related studies when it is compared with the data acquired from the coursebooks which are evaluated in terms of their cognitive, socio-emotional and behavioural domains of learning.

What has been found so far regarding the first research question is that it can be clearly stated that among three GCE domains of learning, the most common domain is the cognitive domain. When the activity is related to cognitive domain is seen, they can be included in all skill domains such as reading, listening, speaking, writing and vocabulary. Therefore, the cognitive domain of learning is promoted in a good deal of number and distributed to all skill domains in the coursebooks. Together with this, other domains of learning, which are socio-emotional and behavioural domains, are limited in the 7th and 8th grade coursebooks. They are usually enhanced in speaking, writing and project work activities and not included in listening and reading activities much. Regarding these domains, the 7th and 8th grade coursebooks have little concern about the socio-emotional and behavioural domains of learning.

Lastly, the behavioural domain is the least one that is found in the coursebooks, which concludes that the participatory action is not provided or suggested efficiently. The connection between this recent study and the related literature is provided below in the chapter.

Ait-Bouzid (2020), in his investigation of three Moroccan ELT textbooks, discovered that there are a sufficient number of activities promoting features of global citizenship, which are divided under different major lessons of reading, listening, writing, speaking and project works. Besides, most global citizenship activities are included within reading and listening. These activities seen within reading and listening activities represent facts and opinions about the GCE themes. This is in line with the findings of the recent study. The study revealed that the cognitive domain of learning is mostly found in reading, listening and vocabulary activities, which are the majority of the coursebooks. Moreover, these activities promote acquiring knowledge about the activity contents given. Ait Bouzid (2020) also revealed in his study that GCE related activities integrated with speaking and writing ask learners to organise or recommend actions to be taken to enhance different aspects of GCE. In addition to that project parts of the Moroccan coursebooks engage learners in immediate out-of-the-classroom actions aiming to raise awareness in responsibility and belonging and civic engagement, which is part of the learning aims of socio-emotional and behavioural domains. These particular results are in accordance with the findings of this recent study, in which socioemotional and behavioural domains of learning are usually included within speaking and writing activities in 7th and 8th grade English coursebooks. The speaking, writing and project activities in the coursebooks mostly indicated under socio-emotional and behavioural domains.

A significant finding is that the number of learning domains of GCE are not scattered equally in the book, which is in contrast to Ait- Bouzid's (2020) study. The majority of the activities in the 7th and 8th grade coursebooks consist of the cognitive domain in the recent study. While cognitive domain outnumbers the other domains in both of the books, another significant finding of the study is that behavioural domain of learning is merely seen in both of the 7th and 8th grade books. Especially in the 8th grade book, although it has been expected that the number of behavioural activities would be increased, it is discovered that the frequency of GCE activities relating to behavioural domain has been detected too low. Therefore, one assumption can be

drawn upon based on this finding, even though it is indicated in the MoNE curriculum that the students are formed with the necessary foundation of literacy skills (MoNE, 2018), these skills are not combined or promoted with the activities leading students to take part in participatory actions in both school and local institutions. The lack of behavioural domain relating activities in the coursebooks, specifically in the 8th grade, do not improve students' active participation in the society. This similar result is also highlighted in Collado and Atxurra (2006) study. It was concerned in the study that the content relating to active participation which was part of the behavioural domain decreased after in following years of primary education. Although it was seen in the first years of primary education, this domain of learning vanished almost totally from the content of the books later in the upcoming years. Another issue regarding the behavioural domain is that it is mostly seen in the project work under speaking activities. This particular finding was echoed in a study conducted by Chong (2015), where project work or issue was considered as an essential part of GCE claiming that these activities give learners a chance to take responsibility for their actions and develop effective solutions as well as practical to take actions.

It could be concluded from this finding that there is a limited space for developing skills and values given under socio-emotional and behavioural domains of learning among the activities in the 7th and 8th grade books. A similar finding is emphasised in Calle Diaz's (2017) study, where none behavioural domain is found among EFL Colombian standards which means objectives were examined. When the English objectives developed by the Ministry of Education were examined, although it was claimed that there were behavioural objectives in the curriculum, it was seen that there was a gap between the curriculum and the practice. This shows how *action* that is considered as a vital concept for active global citizens could be neglected in the curriculum. Another similar result about inefficient frequency of universal values is concluded in the finding of Köroğlu and Elban's (2020) study, where they analysed high school coursebooks prepared by the Ministry of National Education to be used in English lessons. A content analysis based on identifying national and global identity elements in the whole grades of high schools were conducted. The study showed that there were limited number of activities promoting socio-emotional domain of learning in the Turkish high school English coursebooks. However, there were still some rooms in their study to promote some basic universal values such as respect for others,

empathy, openness towards diversity etc. with national values, which is in line with the recent study, where these basic skills could be still seen in the 7th and 8th grade English coursebooks.

5.1.2 Discussion of the findings for RQ2: To what extent do 7th and 8th grade Turkish MoNE Secondary Education English coursebooks include learning objectives related to the Global Citizenship Education framework that is defined by UNESCO? Regarding the second research question, what has been found reveals to what extent the 7th and 8th grade secondary school English coursebooks include learning objectives defined by UNESCO's framework. The study showed that the coursebooks mostly include cognitive learning objectives compared to socio-emotional and behavioural learning objectives. In terms of cognitive objectives, the most commonly found in the 7th and 8th grade are under the topic relating to local, national and global systems and structures. In both of the books, some cognitive objectives are never emphasized. According to these cognitive objectives that are never shown, the concept of citizenship and how they are described are never included in the books; the style of good governance and examples of democracy processes are not given. In addition to these two points, critical thinking processes in which students can evaluate events from different points of views are never seen among the activity objectives.

In addition to these findings, in terms of socio-emotional objectives, the frequency of the activities is quite low. Besides, they are mostly under the topic relating to identity. The concept of developing a connection within the community is not included; diversity is not among the topics to be enhanced in the activities. Finally, the behavioural objectives have the least frequency in the books. The activity objectives only highlight the importance of individual or community work. They do not promote ethical behaviour and get learners engage in the processes of taking action. These findings and the related literature are discussed below in the chapter. Poursalim, Arefi and Vajargah (2020) indicate that the GCE curriculum is evaluated between the ideals and actual practice, in which a sufficient number of studies has been conducted in the literature including international organisations like Oxfam, UNESCO and UNICEF which support various institutions to contribute more in the field. This is also indicated in UNESCO's framework about GCE topics and learning objectives, where it is clearly

stated how this framework aims to present a practical purpose to make use of GCE in the local contexts with age-specific topics and learning objectives. In line with this, in its broader terms, the curriculum of Turkish national education aims to offer an understanding of gaining global awareness with a view of the world, sense of responsibility towards society and concern about challenges and issues on a national and global level Günel & Pehlivan (2015). Therefore, what is aimed by Turkish national education to raise globally competent Turkish citizens (MoNE, 2018) and how it is given in the 7th and 8th grade English coursebooks regarding the learning objectives of UNESCO has been explored by this research question.

An important result obtained from the findings is that GCE related keywords, which are suggested as an indicative list to be used as a basis for analysing activities or discussions about GCE learning objectives, are found in a limited number among the activities in the coursebooks. Although the key words related to GCE are usually seen under the topics of managing identities, relationships and respect for diversity, they do not promote learning objectives of socio-emotional domain, they are limited to knowledge level of understanding beneath these key words, which are detected among the learning objectives of cognitive domain. This is aligned with Ait-Bouzid's (2020) study, where the popular GCE concepts which could be controversial such as *democracy, human rights, global health issues, and conflict resolution* are addressed almost none in the coursebooks. This confirms the case study conducted by Symeonidis (2015), where a softer version of GCE is adopted in the study, in which giving attention to topics such as environment, disasters etc. are highlighted. Similarly, as well as arguing the importance of addressing the topics which could be evaluated as a *necessity*, in their study, Poursalim et al. (2020) state that it could have more positive outcomes if the GCE themes such as habitat destruction, the extinction of some animal and species and deforestation are combined within the practices of the curriculum. In a Turkish study, Günel and Pehlivan (2015) states that even though the themes such as global issues regarding war, peace, terror, immigration and natural disasters are included in the Turkish curriculum and aimed to raise awareness on these subjects, they are not added in the coursebook as activities with these specific aims.

With these in mind, although it could be concluded that the variety of different key words in the activities representing the GCE themes as well as objectives in 7th and 8th grade English coursebooks are seen in a limited number, nevertheless, there are still

keywords which meet the needs of some controversial issues such as natural disasters, environment protection and innovations are included among the activities. In contrast to another Turkish study conducted by Türk and Atasoy (2020), where the Turkish geography course were curriculum were evaluated in terms of global awareness and found that there was no emphasis on teaching global issues, it can be concluded from this recent study that 7th and 8th grade English coursebooks include global issues to some extent. These results are compatible with Köroğlu and Elban's (2020) study, in which it is clearly given that as for the nature of foreign language coursebooks, compared to other courses, English coursebooks tend to include themes related to global identity more than other courses. This finding has several implications for the future studies which will be discussed later. Andreotti (2006), from his post-colonial GCE perspective, suggests that although it is more common to see a soft version of GCE in teaching, what is needed is to include more critical approach in the teaching programs, where it should be addressed analytical understanding of global power dynamics as well as their historical origins. Regarding this specific point of view, in which critical understanding is stressed, it can be assumed that this is in line with the findings of this recent study. The findings revealed that the 7th and 8th grade coursebooks include learning objectives in the activities relating to global issues, nevertheless, these learning objectives are mostly based on developing an understanding about the global issues, which means that the coursebooks do not offer any opportunities of thinking critically. This lack of criticality has been supported by other studies carried out in the field of GCE, where it has been spotted that teaching programs do not contribute to develop critical thinking skills (Ait- Bouzid, 2020; Caba, 2013; Massey; 2014; Günel & Pehlivan, 2015). As critical thinking is considered as the ability to evaluate from different perspectives (Hanh, 1998 as cited in Chong, 2015), one assumption can be drawn upon from this is that the coursebooks do not include the ability to examine global issues or their historical origins from different perspectives.

Lack of critical thinking in the coursebooks are evaluated by Massey (2014), in his study, where it was concluded that secondary students' developments on gaining complex social justice initiatives or having the ability to participate in changing structures, assumptions and power relations are to be analysed and recognized according to their age and lack of autonomy. Unlike what is stated in Turkish

curriculums (Aytan, 2016; Karadüz, 2010; Soyuçok & Öztürk, 2021), even though it is not clearly stated in the English curriculum, it could be seen that there are implications of critical thinking in the latest English curriculum, where appropriateness of speech, awareness on non-threatening cultural attitudes, abilities for literacy are aimed to be given in the English curriculum in an embedded way (MoNE, 2018). Nevertheless, Soyuçok and Öztürk's (2021) comparison study about Turkish curriculum and English curriculum reveals that EC does not put an emphasis on critical thinking and information literacy skills. Besides, expressing skills are highlighted more than thinking skills, where what is aimed is only to set goals for reading for information, not to develop skills on information literacy. With this in mind, what is discovered as a significant finding of the current study contributes to the existing literature, in which the gap between the designed curriculum and coursebooks are confirmed. Even though the learner profile in the secondary school especially in the 7th and 8th grade is assumed to be learners formed with necessary foundation for literacy skills with a theme-based approach, it was seen that the GCE learning objectives are partly fulfilled by the activities in the coursebooks, in which they were only mostly on an information providing level.

An important finding revealed from the recent study is that while the activities were evaluated according to their learning objectives, it was seen that they were mostly the ones with the content which are among the learning objectives of pre-primary & lower primary or upper primary in the GCE framework of UNESCO. It could be clearly assumed from the results of the current study that lower secondary (12-15 years) aims are not fully compatible with the 7th and 8th grade books as it should be according to UNESCO's framework. This is aligned with the Ait-Bouzid's (2020) study, where the themes provided in the Moroccan English secondary school coursebooks did not meet the learning objectives for upper-secondary level by UNESCO. That is to say, although the learning objectives developed for the upper secondary level, which is the appropriate level for the coursebooks of this study, it was observed that they did not mostly match with the aims of the activities in the study.

When the learning objectives related to GCE in the 7th grade coursebooks were evaluated, what was obtained from the results is that the most common objective among the pre-primary objectives was about developing an understanding for *the self, family, school, neighbourhood, community, country, the world,* where focusing on the

individuals and the community one by one is encouraged. On the other hand, the results revealed from 8th grade coursebook showed that the most common objective tends to develop an understanding based on *relationships, membership, rule-making and engagement (family, friends, school, community, country, the world),* which is more related to teaching how to be part of society starting from the smallest unit as the family. This finding is compatible with competences and aims of the English curriculum in Turkey, where one of the main aims of the education system is to create individuals with communication skills who also have the ability of negotiation and appropriate manners of talking (MoNE, 2018). As it is stated in the Ateş and Aytekin's study (2020), the importance of communication and interaction on a transnational basis has been reflected in education policies. Regarding this reflection on education, it was also seen that the definition of communication skills changed the way global citizenship was evaluated. Noddings (2005) defines a global citizen as the individual who is capable of living and working anywhere in the world. As the learners follow each year one by one and the suggested teaching strategy is to teach from familiar to unfamiliar (MoNE, 2018), one could imply from this that there is balance between the coursebooks in terms of the frequency of learning objectives as for the fact that the most common objective among pre-primary objectives was about developing an understanding for *the self, family, school, neighbourhood, community, country, the world* seen in the 7th grade lead learners to learn about familiar concepts that are closest to them whereas the most common objective, which is also a pre-primary objective tends to develop an understanding based on *relationships, membership, rule-making and engagement (family, friends, school, community, country, the world)* in the 8th grade book promotes more unfamiliar perspectives and how to provide them. Therefore, although the books include pre-primary or upper primary objectives and do not meet most of the learning objectives relating to students' real levels, they still follow a logical order of setting goals.

The findings obtained from the 8th grade coursebook indicated that there are examples of global citizens included in the activities. Oxfam (2006) explains the features of global citizens as individuals who are able to participate in the community at a range of levels. Another similar explanation about the global citizen is provided by Larsen's (2014) study, where she defines the global citizen as someone who promotes participation in society with *Civic Action*, which leads to an exchange among the power

dynamics with an ultimate aim of offering a change. In addition to this perspective of defining the global citizens, Parekh (2003) presents the global citizen with a sense of responsibility who aims to bring a good life for every person first in their national borders and secondly in the global level. This is aligned with the examples provided within the 8th grade book, where different individuals who contributed to the field of science were elaborated both from the national and global level. However, what is observed is that even though there are examples of global citizens which fulfil some definitions of global citizen in the literature, one of the ultimate steps of many of the frameworks have not been included in the coursebook, which is working on social *justice*. As mentioned earlier, lack of critical thinking relating to GCE is seen as one of the reasons why lack of social justice is seen in the coursebooks. Wright's (2011) post-colonial perspective about the critical pedagogy related to GCE suggests that the main reason of critical pedagogy is to cause social change while prioritising human rights and helping the others in order to reduce the ignorance. Therefore, as a last point, what could be concluded from here is that lack of criticality in the 7th and 8th coursebooks has prevented achieving one of the ultimate aims of GCE, which is creating a social change as being a global citizen. To conclude, what has been revealed from the data is that the coursebooks include global issues regarding the environment, nevertheless, they do not promote a variety of these global issues. Besides, what is observed is that the coursebooks do not include any provocative content, which can lead students to understand topics from different perspectives. One of the reasons why it was not included in the coursebooks was their lack of critical thinking. Another finding indicated that there is a gap between the English coursebook and objectives determined according to learners' age level given in UNESCO's framework. Comprehensive implications of the findings will be provided in the following sub-chapter.

5.2 Conclusion

The aim of the study was to analyse the learning objectives of the activities in the 7th and 8th grade secondary course books published by MoNE. As mentioned earlier, although there are studies about GCE in Turkey, they are mostly on perception analysis or classroom practice in either social science or language education. However, there is no study to explore the coursebook content of the English language up to our

knowledge. Therefore, as coursebooks have an important role in education as materials, it was aimed to explore to what extent the secondary school coursebooks include GCE learning objectives defined by UNESCO (2018). The GCE learning domains and objectives proposed by UNESCO (2018) were analysed in the secondary school coursebooks. To answer the research questions, content analysis, a qualitative method of gathering data was conducted. The frequencies of types of GCE learning objectives and their distribution among the cognitive, socio-emotional and behavioural domains were found by coding the content of 7th and 8th grade coursebooks manually.

It was seen in the study that all the learning domains defined by UNESCO appear in both of the secondary coursebooks. Besides, the cognitive domain has the highest frequencies among the activities. In the following, in both of the coursebooks, socio-emotional domain follows the cognitive domain as being the second highest learning domain found. The behavioural domain is the third and least common domain in both of the coursebooks. In terms of learning objectives, it was revealed that although the cognitive domain, under which learning objectives are taken, outnumbers in the coursebooks, the learning objectives are gathered around the knowledge level of understanding basic themes mostly without much criticality. It is observed that the most provocative and controversial topics regarding the global issues in the activities of the coursebooks are about environmental problems such as climate change, natural forces and deforestation. The other global issues such as equality, poverty, conflict and crime, human rights were not found at all in the coursebooks. One conclusion drawn upon this finding, as it is stated in the English curriculum, this lack of global issues might be derived from giving the content in a non-threatening way to avoid creating prejudice and forming citizens with good communication skills. That is to say, keeping the activities away from these provocative contents could be aimed intentionally in order not to demotivate students towards the world and the societies.

The results also revealed that the activity aims in the coursebooks do not mostly fulfil the learning objectives defined for lower-secondary level of learners, nevertheless, with the simplified learning objectives, which are under pre-primary & lower primary or upper primary level in the GCE framework of UNESCO, it was seen that the activities of coursebooks had a better match with these lower levels than the students' actual levels. That is to say, the fulfilment based on lower-secondary level is mostly missing, which means that the aims which were supposed to lead students more

into developing understanding on taking actions for *social justice* with critical thinking skills are not included in the coursebooks. Lastly, the present study provided an exploratory picture of the GCE education provided by MoNE according to the UNESCO's framework. Based on the findings, implications and recommendations can be made for the stake-holders who are interested.

5.3 Recommendations for Future Research

The present study aimed to explore the learning objectives of the secondary school coursebooks published by MoNE in terms of the global citizenship education framework developed by UNESCO. The study contributed to the related literature by analysing the content of the secondary school activities in terms of GCE about which there are only a few studies carried out. Although the study provided fruitful data, there can be a couple of recommendations for future research to expand on the issue. In the light of findings of this research study, the following implications can be drawn.

The findings of this research spotted a problem in terms of the gap between the curriculum and the content of the activities in the 7th and 8th grade coursebooks. It was stated in the English curriculum that as it covers a wide age period, there are markedly different cognitive and social development processes defined for each age level. However, in the study, when the activities are examined, the balance between the domains of learning according to GCE is scarcely seen. Therefore, the study can help the curriculum planners to integrate GCE content to the coursebooks in a balanced way in the planning process, where socio-emotional and behavioural domains of learning can be highlighted more. In this sense, the study could be helpful for the panellists deciding on the coursebooks to benefit from the results of the study. The need for coursebooks which are beyond knowledge level can be chosen to be used in the classroom practice.

Furthermore, another implication of this study is that providing a detailed analysis of the objectives, the study shows the most common GCE objectives found in the coursebooks do not promote different varieties of global issues rather than environmental issues. Besides, critical thinking even regarding the environmental issues is scarcely detected. With this in mind, nevertheless, future studies which focus solely on how to improve global issues within a critical approach could be conducted to improve the quality of GCE given by secondary school coursebooks. This current

study solely focuses on 7th and 8th grade secondary coursebooks, which could also generalise the other secondary level coursebooks, but still, a study in which higher level coursebooks such as the state school high school coursebooks can be examined in terms of their content relating to GCE learning objectives. A further study can also analyse the coursebooks used in private schools in order to compare and contrast them with the state school books. In addition to these recommendations, a research based on students' and teachers' views of using these coursebooks in terms of GCE can be examined.

REFERENCES

Aboagye E. & Dlamini S. N. (2020). *Global citizenship education: Challenges and success.* University of Toronto Press.

Ait-Bouzid, H. (2020). Exploring global citizenship as a cross-curricular theme in Moroccan ELT textbooks. *Eurasian Journal of Applied Linguistics*, 6(2), 229-242.

Aliakbari, M. (2005). The place of culture in the Iranian ELT textbooks in high school level. *Journal of Pan-Pacific Association of Applied Linguistics (Journal of PAAL)*, 9(1), 163-179.

Altan, M. Z. (2017). Globalization, English language teaching & Turkey. *International Journal of Languages Education,* 5(4), 764-776. DOI:10.18298/ijlet.2238.

Anderson L.F. & Rivlin G. L. (1980). Citizenship education in a global age, *Educational Leadership*, Oct. 1980, pp. 64-65.

Anderson, B. (1983) Imagined communities: reflections on the origin and spread of nationalism. Rev. ed. London; New York: Verso.

Ateş, E, Aytekin, H. (2020). Küreselleşen dünyada çokkültürlülük ve yabancı dil eğitimi. *OPUS Uluslararası Toplum Araştırmaları Dergisi*, 15 (26), 45634579.

Aykanat Erdem, A., Balcı, T. & Duran Özdil K. (2020). *Secondary School and İmam Hatip Secondary School Let's Learn English.* Ankara: MoNE.

Aytan, T. (2016). Evaluation of the 2006 and 2015 Turkish education program in secondary school curriculum in Turkey in terms of critical thinking. *Journal of Education and Learning*, no.2.

Banerjee, S. B., & Linstead, S. (2001). Globalization, multiculturalism and other fictions: colonialism for the new millennium? organization, 8(4), 683–722. https://doi.org/10.1177/135050840184006

Banks, J. A. (2008). Diversity, group identity, and citizenship education in a global age. *Educational Researcher*, 37(3), 129-139.

Banks, J. A. 2008). Citizenship education and diversity. In Peters, M. A., Britton A. & Blee H. (Eds.) In *Global citizenship education philosophy, theory and pedagogy* (pp. 317- 332). Sense Publisher.

Banks, J. A., & Banks, C. A. M. G. (2004). Multicultural education: Issues and perspectives. Hoboken, N.J: Wiley.

Başarır, F. (2017). Examining the perceptions of English instructors regarding the incorporation of global citizenship education into ELT. *International Journal of Languages' Education*, *5*(4), 409-425.

Basiga, B. (2004). Globalization and peace education. Canadian Social Studies, 38(3).

Block D. (2008) Language Education and Globalization. In: Hornberger N.H. (eds) Encyclopedia of Language and Education. Springer, Boston, MA. https://doi.org/10.1007/978-0-387-30424-3_3

Block, D., & Cameron, D. (2002). Globalization and language teaching. London and New York: Routledge. https://proxy.bau.edu.tr:2102/10.4324/9780203193679

Bloom, D. (2008). Education in a globalized world. In M. Sánchez Sorondo, E. Malinvaud & P. Léna (Ed.), *Globalization and education* (pp. 59-78). Berlin, Boston: De Gruyter.

Boli, J. & Petrova V. (2007). Globalizing today. In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization* (pp.103 - 124). Malden, MA: Blackwell.

Burla, L., Knierim, B., Barth, J., Liewald, K., Duetz, M., & Abel, T. (2008). From text to coding: Intercoder reliability assessment in qualitative content analysis. *Nursing research*, 57(2), 113–117. https://doi.org/10.1097/01.NNR.0000313482.33917.

Calle Díaz, L. (2017). Citizenship education and the EFL standards: A critical reflection. *Profile: Issues in Teachers' Professional Development*, *19*(1), 155–168. https://doi.org/10.15446/profile.v19n1.55676

Cates, K.A. (2003). Teaching for a better world: Global issues and language education.

Cohen L, Manion L and Morrison K (2007). *Research methods in education*. New York: Routledge.

Copley, K. (2018). Neoliberalism and ELT coursebook content. *Critical Inquiry in Language Studies, 15*(1), 43–62. DOI: 10.1080/15427587.2017.1318664

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Thousands Oak, CA: Sage Publications, Inc.

Crystal, D. (2003). *English as a global language* (2nd Ed.). UK: Cambridge University Press.

Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford, England: Heinemann.

Delanty, G. (2007). Theorising citizenship in a global age, In Dill, J.S. The Moral Education of Global Citizens. Soc 49, 541–546 (2012).

Dower, N. (2008). Are we all global citizens or are only some of us global citizens? the relevance of this question to education. In Abdi, A. A., & Shultz, L. (Eds.), *Educating for human rights and global citizenship*. ProQuest eBook Central https://proxy.bau.edu.tr:2078

Eric K. M. Chong (2015). Global citizenship education and Hong Kong's secondary school curriculum guidelines. *Asian Education and Development Studies*, Vol. 4 Iss 2 pp. 221 – 247.

Evan, D. G. (2008). Human rights four generations of practice and development. In Abdi, A. A., & Shultz, L. (Eds.), *Educating for human rights and global citizenship.* ProQuest eBook Central https://proxy.bau.edu.tr:2078

Fairclough, N. (2006). *Language and globalization* (1st ed.). Routledge. https://proxy.bau.edu.tr:2102/10.4324/9780203593769

Falk, R. (1994). The making of global citizenship. In Steenbergen, B. V. (Ed.) *The condition of citizenship.* SAGE Publications Ltd.

Garret, P. (2010). Meanings of globalization: East and west. In Coupland, N. (Ed.), *The handbook of language and globalization*. (pp. 468–494). ProQuest eBook Central https://proxy.bau.edu.tr:2078

Golmohamad, M. (2008). Global citizenship: from theory to practice, unlocking hearts and minds. In Peters, M. A., Britton A. & Blee H. (Eds.), *Global citizenship education philosophy, theory and pedagogy* (pp. 519- 533). Sense Publisher.

Gürsoy, E. (2010). Implementing environmental education to foreign language teaching to young learners. *Educational Research, 1*(8), 232-238.

Günel, E. & Pehlivan, A. (2015). Examining the citizenship and democracy education textbook and curriculum in terms of global education. *Journal of Social Studies Education Research, 6*(1), 123-171.

Hosack, I. (2012). Citizenship and language education in Japanese high schools. In P, Cunningham & N, Fretwell (Eds.). *Creating communities: Local, national and global* (pp. 132 – 144). London: CiCe.

Hunter, B., White, G. P., & Godbey, G. C. (2006). What does it mean to be globally competent? *Journal of Studies in International Education*, *10*(3), 267–285. https://doi.org/10.1177/1028315306286930

Ignatieff, M. (2001). *Human rights as politics and idolatry*. ProQuest eBook Central https://proxy.bau.edu.tr:2078

İlter, B., İzgi, İ., Türkeri Yeter, A., & Çavuşer Yünlü, Z. T. (2020). Secondary School and Imam Hatip Secondary School Mastermind 8. Ankara: MoNE. X

Jing, H. (2013). Global awareness: Foreign language teachers' beliefs and practices. *Intercultural Communication Studies*, 22(1), 95-116.

Jingbo S. (2013). Globalization and language teaching and learning in China, *International Journal on Integrating Technology in Education (IJITE*), *2*(4), 35-42.

Kan, Ç. (2009). Sosyal bilgiler eğitiminde küresel vatandaşlık. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 26*(26), 25-30.

Karadüz, A. (2010). Dil becerileri ve eleştirel düşünme. *Turkish Studies*, *5*(3), 15661593.

Karakuş, E. (2021). A systematic review of the representation of cultural elements in English as a foreign language textbook. *Language Teaching and Educational Research (LATER), 4*(1), 13-29.

Kayapınar U. (2009). Coursebook evaluation by English teachers. *İnönü Üniversitesi Eğitim Fakültesi Dergisi, 10*(1), Retrieved from

https://dergipark.org.tr/en/pub/inuefd/issue/8706/108704

Kellner, D. (2002). Theorizing globalization. Sociological Theory. 20(3), 285–305. https://doi.org/10.1111/0735-2751.00165

Khan, H. I. (2014). Globalization and education. *Journal of Education and Educational Development, 1*(1), 67-70.

Köroglu, Z. Ç., & Elban, M. (2020). National and global identity perspectives of textbooks: Towards a sense of global identity. *Advances in Language and Literary Studies*, *11*(5), 55–65.

Krippendorff, K. (2004). *Content analysis: an introduction to its methodology*. New Delhi: Sage Publications.

Kumar, Vidya S. A. (2003) A critical methodology of globalization: Politics of the 21st century?. *Indiana Journal of Global Legal Studies*, Vol. 10: Iss. 2, Article 4. Available at: https://www.repository.law.indiana.edu/ijgls/vol10/iss2/4

Lagos, T. G. (2002). *Global citizenship towards a definition.* Retrieved April 14, 2004, from University of Washington, Center for Communication & Civic Engagement http://depts.washington.edu/gcp/pdf/globalcitizenship.pdf

Larsen, M. A. (2014). Critical global citizenship and international service learning: A case study of the intensification effect. J*ournal of Global Citizenship & Equity Education, 4*(1), 1-43.

Lo, B. J., Liddicoat, A., & Crozet, C. (1999). *Striving for the third place: Intercultural competence through language education*. Melbourne: Language Australia.

Mariangeles De La Caba Collado & Rafael López Atxurra (2006) Democratic citizenship in textbooks in Spanish primary curriculum, *Journal of Curriculum Studies*, *(38)*2, 205-228.

Marshall, T.H. (1950). *Citizenship and social class and other essays*, London: The Syndics of the Cambridge University Press.

Martínez Lirola, M. (2018). *Introducing global issues in a language classroom: Knowing other cultures by analysing multimodal texts from NGOs.*

Massey, K. (2014). Global citizenship education in a secondary geography course: The students' perspectives. *Review of International Geographical Education Online*, 4 (2), 80-101.

McDonough, J., & Shaw, C. (2003). *Materials and methods in ELT: A teacher's guide*. Malden, MA: Blackwell Pub.

Mclntosh, P. (2005). Gender perspectives on educating for global citizenship. In N. Noddings (Ed.), Educating citizens for global awareness (p. 22). New York: Teachers College Press.

McHugh M. L. (2012). Interrater reliability: the kappa statistic. *Biochemia medica*, 22(3), 276–282.

MoNe Board of Education (2018), Retrieved from http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=327

Morais, D. B., & Ogden, A. C. (2011). Initial development and validation of the global citizenship scale. *Journal of Studies in International Education*, *15*(5), 445–466. https://doi.org/10.1177/1028315310375308

Mouter, N., & Noordegraaf, D.M. (2012). Intercoder reliability for qualitative research: You win some, but do you lose some as well?

Noddings, N. (2005). (Ed.). *Educating citizens for global awareness*. New York: Teachers College Press.

Nussbaum, M. C. (2006). *Beyond compassion and humanity, species membership*. The Belknap Press of Hardwar University Press.

Nussbaum, M. C. (2006). *Frontiers of justice: Disability, nationality, species membership*. The Belknap Press of Hardwar University Press.

Nyugen, T. T. A. (2015). Global citizenship education a skillful version of social transformation. In Ali A. Abdi, Lynette Shultz, & Thashika Pillay (Eds.) *Decolonizing global citizenship education* (pp. 39-55). Brill.

Oana-Roxana I. (2012). Foreign language learning in the age of globalization. *Quaestus Multidisciplinary Research Journal,* Christian University, vol. 1(1), 80-84. Romania, Timisoara.

Osler, A., & Vincent, K. (2002). *Citizenship and the challenge of global education*. ProQuest eBook Central https://proxy.bau.edu.tr:2078

Oxfam (2006). *Education for global citizenship: A guide for schools*. Retrieved from http://www.oxfam.org.uk/coolplanet/teachers/globciti/downloads/gcguide06.pdf

Oxfam. (2015a). *Education for global citizenship: A guide for schools. Oxford: Oxfam U.K.* Retrieved from http://www.oxfam.org.uk/education/globalcitizenship/global-citizenship-guides.

Özcan, E. N. (2019). *The analysis of global values in ELT coursebooks published by the ministry of national education for 2018-2019 academic years*. Unpublished master`s thesis. Uludağ Üniversitesi, Eğitim Bilimleri Enstitüsü. Bursa.

Parekh, B. (2003). Cosmopolitanism and global citizenship. *Review of International Studies*, 29(1), 3-17. doi:10.1017/S0260210503000019

Pashby, K. (2008). Demands on and of citizenship and schooling: Belonging and diversity in the global imperative. In M. O'Sullivan & K. Pashby (Eds.) *Citizenship education in the era of globalization: Canadian perspectives*, (pp. 9-26). Rotterdam: Sense Publishers.

Păstae, O. (2018). Teaching foreign languages in the age of globalization. *Letter and Social Science Series,* 110-114.

Persell, C. H. (2004). Social class and educational equality. In Banks, J. A., & Banks, C. A. M. G. (Ed.), *Multicultural education: Issues and perspectives* (pp. 85106). Hoboken, N.J: Wiley.

Poursalim, A., Arefi, M., & Fathi Vajargah, K. (2020). Planning and validating a curriculum of global citizenship education in elementary schools of Iran's educational system. *International Journal of Modern Education Studies*, *4*(2), 24-41.

Ramirez, M. (2008). Cultural diversity and education in an increasingly globalizing world from the perspective of a developing country. In M. Sánchez Sorondo, E. Malinvaud & P. Léna (Ed.), *Globalization and education* (pp. 191-212). Berlin, Boston: De Gruyter. https://doi.org/10.1515/9783110207019-016

Richards, J. C. (2001). *The role of textbooks in a language program*. Cambridge, UK: Cambridge University Press.

Ritzer, G. (2003). The globalization of nothing. *SAIS Review, 23*(2), 189 200. doi:10.1353/sais.2003.0053.

Scheunpflug, A. (2010). Global education and cross-cultural learning: A challenge for a research-based approach to international teacher education.
International Journal of Development Education and Global Learning, 3, 29-44.

Schippling, A. (2020). Researching global citizenship education: towards a critical approach. *Journal of Social Science Education*. 19(4). 98-113.

Scholte, J. A. (2005). *Globalization: A critical introduction*. New York: Palgrave Macmillan.

Schröttner, B. T. (2010). The effects of globalization phenomena on educational concepts. *US-China Education Review*, *7*(8), 50-61.

Scott, & Lawson, H. (2002). *Citizenship education and the curriculum*. Ablex Pub.

Şentürk, İ. (2008). The expected and observed effects of globalization on teachinglearning processes on colleges of education: The views of educational faculty. *Educational Sciences: Theory and Practice, 8*(1), 217-224.

Shome, R. (2012). *Mapping the limits of multiculturalism in the context of globalization. international journal of communication, 6* (22). Retrieved from https://ijoc.org/index.php/ijoc/article/view/1184

Slaughter, S., & Hudson, W. (Eds.) *Globalisation and citizenship: the transnational challenge (1st ed.).* Routledge.

Soyuçok, M., & Öztürk, B. (2021). Basic language skills in mother tongue curricula implemented in Turkey and the UK: A comparative review. *Osmangazi Journal of Educational Research, 8*(1), 129-149.

Steenbergen, B. v. (Ed.) (1994). *The condition of citizenship*. SAGE Publications Ltd, https://www.doi.org/10.4135/9781446250600

Symeonidis, V. (2015). *Towards global citizenship education: A comparative case study of primary school policy and practice between Greece and Sweden*. Master thesis. Stockholm University.

Temel, C. (2016). A study of global citizenship levels of Turkish university students according to different variables (youth camp leaders sample). *Educational Research and Reviews, 11*(17), 1689-1695.

Torres, C. (2002). Globalization, education, and citizenship: Solidarity versus markets? *American Educational Research Journal, 39*(2), 363-378. Retrieved May 6, 2021, from http://www.jstor.org/stable/3202526.

Türk, H. & Atasoy, E. (2020). A critical approach to geography curriculum in terms of global awareness attainments. *Review of International Geographical Education Online, Special Issue*, 65-83. DOI: 10.33403/rigeo.641498

Turner, B.S. (2007). Postmodern culture/ modern citizens. In Steenbergen, B. v. (Ed.) *The condition of citizenship.* SAGE Publications Ltd.

UNESCO (2015) *Global citizenship education: topics and learning objectives*. Available at: http://unesdoc.unesco.org/images/0023/002329/232993e.pdf

Waks, L. (2008). *Cosmopolitanism and citizenship education*. In Peters, M. A., Britton A. & Blee H. (Eds.) In Global citizenship education philosophy, theory and pedagogy. (pp. 203- 220), Sense Publisher.

Wood, B. E. (2019). *Different ideas and expressions of global citizenship education. Curriculum Matters*, 15, 93–98. Doi:10.18296/cm.0038

Wright, C. (2011). Postcolonial Cosmopolitanisms towards a global citizenship education based on 'divisive universalism'. In Andreotti V. D. O. & de, S. L. M. (Eds.), *Postcolonial perspectives on global citizenship education* (pp. 476). Routledge.

Zhu, Juanjuan (2013). Citizenship education and foreign language learning: deconstructing the concept of good citizenship embedded in foreign language curricula in China and America all graduate theses and dissertations. 1735. https://digitalcommons.usu.edu/etd/1735

Zuckerman, M. (2008). News, global communication technologies and education. In M. Sánchez Sorondo, E. Malinvaud & P. Léna (Ed.), *Globalization and education* (pp. 43-50). Berlin, Boston: De Gruyter. https://doi.org/10.1515/9783110207019-008