

T.C.
BAHCESEHIR UNIVERSITY
GRADUATE SCHOOL
ENGLISH LANGUAGE EDUCATION HEAD OF THE DEPARTMENT

**INTEGRATION OF GLOBAL CITIZENSHIP EDUCATION (GCE) IN HIGH
SCHOOL ENGLISH LANGUAGE CLASSROOMS: THE CASE OF AN
INSERVICE TEACHER TRAINING PROGRAM**

PHD THESIS
ÖZDENUR ARDIÇ KIYAK

ISTANBUL 2024

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ABSTRACT

INTEGRATION OF GLOBAL CITIZENSHIP EDUCATION (GCE) IN HIGH SCHOOL ENGLISH LANGUAGE CLASSROOMS: THE CASE OF AN INSERVICE TEACHER TRAINING PROGRAM

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This qualitative case study aims to reveal the effects of Global Citizenship Teacher Training grounded on the United Nations Sustainable Development Goals (SDGs) on participant teacher's practices, whether the integration of global issues into English Language classes will have any effects on the perceptions of the participant students with regard to Global Citizenship (GC) and the perceptions of the participant teacher regarding the main benefits and challenges of the implementation of such program. The participants included 1 EFL teacher working at a private high school and 48 B1 level high school EFL students enrolled at a private school. The data were collected through pre and post interviews at the beginning and the end of the integration of Global Citizenship into English classes, observation checklists, student diaries, field notes of the researcher during implementation process and stimulated recall interviews after the observation period. The study found that how integration of global issues was reflected in the participant teacher's practices. Besides, the perceptions of learners and teacher participant regarding GC, GCE and the integration of the GCE into English classes were also presented. Finally, the research also reported the perceptions of the researcher regarding the implementation of GCE program. The findings are considered to be valuable to policy makers, teacher educators, inservice and preservice teachers, stakeholders, material designers and course book writers.

Key Words: Global Citizenship (GC), Global Citizenship Education (GCE), United Nations Sustainable Development Goals (SDGs), English Language Teaching (ELT)

ÖZ

KÜRESEL VATANDAŞLIK EĞİTİMİNİN LİSE İNGİLİZCE DİL SINIFLARINA ENTEGRASYONU: HİZMET İÇİ ÖĞRETMEN EĞİTİMİ ÖRNEĞİ

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Bu nitel vaka çalışması, Birleşmiş Milletler Sürdürülebilir Kalkınma Hedeflerini temel alan Küresel Vatandaşlık Öğretmen Eğitimi'nin katılımcı öğretmenin uygulamaları üzerindeki yansımalarını, küresel sorunların İngilizce derslerine entegrasyonunun katılımcı öğrencilerin algıları üzerinde herhangi bir etkisinin olup olmadığını ve katılımcı öğretmenin bu uygulamanın temel faydaları ve zorluklarına ilişkin görüşlerini ortaya koymayı amaçlamaktadır. Katılımcılar özel bir lisede çalışan 1 İngilizce öğretmeni ve aynı okula kayıtlı 48 B1 düzeyindeki lise öğrencisinden oluşmaktadır. Veriler, Küresel Vatandaşlığın İngilizce derslerine entegrasyonunun başlangıcında ve sonunda yapılan ön ve son görüşmeler, gözlem kontrol listeleri, öğrenci günlükleri, araştırmacı alan notları ve uyarılmış geri çağırma görüşmeleri yoluyla toplanmıştır. Araştırmada küresel konuların İngilizce eğitimine entegrasyonunun katılımcı öğretmenin uygulamalarına nasıl yansıdığı tespit edilmiştir. Ayrıca öğrencilerin ve öğretmen katılımcının Küresel Vatandaşlık, Küresel Vatandaşlık Eğitimi ve Küresel Vatandaşlık Eğitiminin İngilizce derslerine entegrasyonuna ilişkin algıları da sunulmuştur. Araştırmada araştırmacının Küresel Vatandaşlık Eğitimi programının uygulanmasına ilişkin algıları da raporlanmıştır. Ulaşılan sonuçların eğitimde politika belirleyicilerine, öğretmen eğitimcilerine, İngilizce öğretmeni ve adaylarına, paydaşlara, materyal tasarımcılarına ve ders kitabı yazarlarına fayda sağlayabileceği düşünülmektedir.

Anahtar Kelimeler: Küresel Vatandaşlık, Küresel Vatandaşlık Eğitimi, Birleşmiş Milletler Sürdürülebilir Kalkınma Hedefleri, İngilizce Öğretimi

To All Teachers

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LIST OF ABBREVIATIONS

ELF	English as a Lingua Franca
ELT	English Language Teaching
ESD	Education for Sustainable Development
CGC	Critical Global Citizenship
GC	Global Citizenship
GCE	Global Citizenship Education
MDG	Millennium Development Goals
MoNE	Ministry of National Education
OXFAM	Oxford Committee for Famine Relief
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
WCED	World Commission on Environment and Development
WEF	World Education Forum

Chapter 1

Introduction

Within the last two decades, globalization has had a profound impact on the transformation of our world (Higgins, 2017). With the rise of globalization, it is getting necessary to raise citizens who feel the responsibility and sensitivity for the global issues, who possess critical thinking skills to solve the problems and who have global awareness. All people today, as citizens of the world, have important roles in society to develop interest, concern, motivation and a sense of social responsibility for the great problems our planet is facing, helping to change mindsets and raising awareness about the problems rather than turning a blind eye to them. Language teachers, who contribute to the education of individuals have a significant effect on the future attitudes and personalities of their students through their teaching, attitudes and practices, and the issue of how teachers can be prepared for these new roles and how they can perform them have been of vital importance.

Defined as respecting and embracing cultural diversity while promoting social justice and sustainability Global Citizenship (GC) means a sense of belonging to a community (Oxfam, 2006). New world requires Global Citizenship Education (GCE) and there is a rising number of teachers who believe language teachers are more than just teachers of language. By means of what they teach and their practices, they have a constant impact on their students' behaviors. For this reason, they should have a positive attitude towards global citizenship; be knowledgeable about designing an educational environment that integrates GCE into their courses and arranging the classroom environment to implement these practices (Başarır, 2017).

1.1 Theoretical Framework

The theoretical framework of the present study is grounded on Larsen's (2014) Framework of Critical Global Citizenship (CGC) and Oxfam Framework on Global Citizenship. Additionally, the content of the teacher training is based on Sustainable Development Goals (SDGs) since it was aimed to achieve predetermined sustainable goals through the activities designed with reference to SDGs.

1.1.1 Critical global citizenship (CGC). The two main pillars of Larsen's (2014) Critical Global Citizenship (CGC) conceptual framework are Awareness/Analysis and Engagement/Action. Four overlapping and related dimensions make up the first component, awareness/analysis: awareness and analysis of difference, the self, the global, and one's own responsibility (Figure 1). In a nutshell, 'difference awareness' refers to the preference for some types of knowledge (e.g. Western) over others as well as the acknowledgment and respect for diverse beliefs, attitudes, and customs. In addition, critical global citizens are conscious of "Othering" discourses and are able to examine the historical foundations of modern racism while acknowledging the possibility of confronting differences without undervaluing the "Other" (Said, 1978).

'Self-awareness' refers to the awareness of one's identity and the comprehension that identities are dynamic and multifaceted. It also entails accepting that one's perspective on the world is constrained, not shared by everyone, and constantly modified by specific settings. It also includes the ability to critically reflect on one's own positionality, privilege, and power.

'Global awareness' is understanding the current status of the environment, political, social, and economic interdependencies and conditions, as well as the causes of power and wealth disparities both locally and worldwide.

'Responsibility awareness' refers to the knowledge that we may choose how to react to injustices and inequities. Empathy, compassion, and consideration for other people, society, and the environment are traits of responsibility.

The Engagement/Action component of CGC is comprised of three interrelated dimensions: 'Social Justice Action', 'Civic Action' and 'Self-Action' (Figure 2). A critical global citizen reacts to injustices and inequities after becoming aware of difference, global challenges, as well as one's positionality, privilege, and duties. Using one's privilege and power to improve the lives of people who are less fortunate is known as engagement or action. Self-action, or the regular acts one takes as a global citizen, is necessary for this.

‘Civic action’ which is responding to cultural, self-, and global awareness by taking part in local, state, and civic affairs and social life, is another requirement for GC engagement. Last but not least, ‘social justice action’ describes more extensive social and structural changes in the power dynamics between and among individuals, groups, and institutions. The aim is to alter deeply held beliefs and presumptions in order to change institutions and other power structures in ways that are socially just.

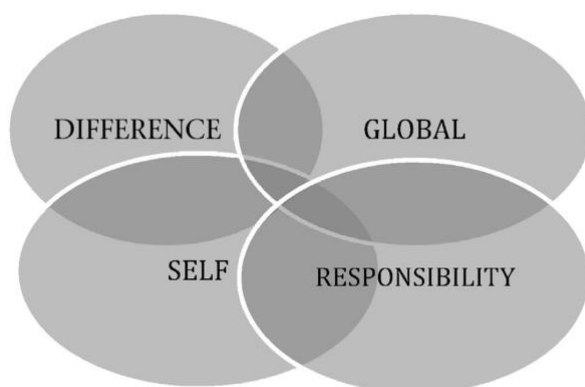


Figure 1. Critical Global Citizenship: Awareness/Analysis Component. Adopted from Larsen (2014).



Figure 2. Critical Global Citizenship: Engagement/Action Component. Adopted from Larsen (2014).

1.1.2 Ox fam framework on global citizenship. According to Oxfam (2006), promoting young people's acquisition of the values, knowledge, and skills necessary for global engagement is the core of global citizenship. And the idea that everyone of

us has the power to change things is crucial.

Global citizenship education is a framework for learning that extends beyond the classroom to the larger community, not an extra topic. It can be taught in the classroom through brand-new projects and activities or through the current curriculum.

According to Oxfam (2006), the essential components for cultivating responsible and engaged global citizenship are knowledge and understanding, skills, values and attitudes (Figure 3). Securing a more equitable, safe, and sustainable future for all people depends on the knowledge, attitudes, and behaviors of young people today and in the future. Thus, in addition to requiring students to have a thorough grasp of the world and a variety of viewpoints, a global citizenship education should also give them the chance to critically analyze and hone their abilities as change agents.

Knowledge/Understanding	Skills	Values and Attitudes
Social Justice and Equity	Creative and Critical Thinking	Sense of Identity and Self-esteem
Identity and Diversity	Empathy	Commitment to Social Justice and Equity
Globalization 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 3. Oxfam Global Citizenship Education Curriculum Framework. Adopted from Education for Global Citizenship: A Guide for Schools. Oxford UK, p.16-21.

1.1.3 Sustainable Development Goals (SDGs). Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” (WCED, 1987, p. 24). It aims to “build an inclusive, sustainable and resilient future for people and the planet” (UN, 2015, p. 3). Based on the definition and key goals, the SDGs emerged (Figure 4). They respond to the global challenges we experience regarding poverty, inequality, climate, environmental degradation, prosperity, peace and justice” (UN, n.d.). It is expected that they will be achieved by December 31, 2030.



Figure 4. Sustainable development goals (Maley & Peachey, 2017).

Following the Sustainable Development Summit held in September 2015, world leaders have adopted the United Nations' set of 17 Sustainable Development Goals (SDGs) with a total of 169 goals (Maley & Peachey, 2017). These aim to end poverty, fight inequality and injustice and combat climate change by 2030.

The SDGs are a set of objectives designed to improve the state of the world (Marshall & Oxfam Education, 2019). At both a local and a global level, people everywhere face tremendous social, economic, environmental, and political issues. But there is still hope for the future. The United Nations (UN) has 17 goals that, if attained, will dramatically improve the world's environments, economy, and societies by the year 2030.

The SDGs, referred as the Global Goals, contain a number of objectives, such as eradicating poverty and hunger, achieving gender equality, raising the standard of education for all children, and taking steps to safeguard the environment and the climate. These objectives concern everyone, young and old, in the UK and in each of the 193 nations that agreed to them in 2015.

The SDGs' emphasis is on internal and global challenges in all countries distinguishing them from their predecessors, the Millennium Development Goals (MDGs) Governments are ultimately in charge of making sure their nations achieve

the goals' stated targets. However, we can all contribute significantly to their realization. However, by raising our collective awareness of the problems and working for change, we can all contribute significantly to their achievement, both as individual citizens and in collaboration with others.

1.2 Statement of the Problem

In the twenty-first century, because of globalisation and modernization of the world, life has changed considerably the world has become a borderless world. With the changes in the world, there is a transformation from being a citizen of a nation to being a world citizen (Kayışoglu, 2016). These dramatic changes have also shifted the role of English teachers in raising children. In recent years, there has been a growing interest in citizenship education with countries across the world introducing new educational programmes aiming to help young people improve the values, knowledge and skills that will enable them to participate in social life as responsible citizens (Hosack, 2011). Schools have the biggest impact on a student's development as a citizen apart from their families and it is crucial that preparing students as global citizens is a priority (Print, Ørnstrøm & Nielsen, 2002; Torney-Purta, Lehaman, Oswald & Schulz, 2001). Thereby, English teachers have gained importance and this resulted in a rising demand to educate learners as world citizens. It has become important to raise individuals not as passive observers of events, but as active world citizens who can live in changing and more complex society, and catch up with the rapid changing knowledge (Kayışoğlu, 2016). Thus, it is crucial to engage teachers in global citizenship training both during their preservice and inservice teacher training programs. Teachers cannot be expected to equip their students with knowledge, skills, values and attitudes of global citizens if they are not equipped with such qualities themselves (Göğebakan-Yıldız, 2018).

Teachers are not provided with the necessary skills and opportunities in preservice and inservice training programs to build their own identities as global citizens and to raise students as global citizens who can think critically, function effectively in and contribute positively to the rapidly changing world. With regard to training global teachers, there are very few studies that integrate global issues into teacher training programs and apply these global issues in the classroom. Therefore,

there is a need for a study which investigates the effects of Global Citizenship Teacher Training based on the United Nations Sustainable Development Goals taken by English teachers working in high schools in Turkey on participant teacher's practices, on the perceptions of the participant students with regard to Global Citizenship (GC) and aims to reveal the perceptions of the participant about the program.

1.3 Purpose of the Study

The aim of the study is to explore potential reflections of Global Citizenship Teacher Training grounded on the United Nations Sustainable Development Goals (SDGs) on participant teacher's practices, whether the integration of global issues into English Language classes will have any effects on the perceptions of the participant students with regard to Global Citizenship (GC), reveal the perceptions of the participant teacher regarding the main benefits and challenges of the implementation of such program and the researcher's perceptions on the integration of the global issues in English classes.

1.4 Research Questions

This study will be conducted in order to find out answers to the following research questions:

1. What are the perceptions of the participant teacher regarding the main benefits and challenges of the integration of global issues into classes?
2. To what extent will the Global Citizenship Training program be reflected in the participant teacher's practices?
3. Is there be a difference in the perceptions of participant students regarding Global Citizenship after being exposed to the GCE in their English classes?
4. What are the participant students' perceptions about the integration of the global issues in English classes?
5. What are the perceptions of the researcher about the integration of the global issues in English classes?

1.5 Significance of the Study

With the accelerating advances in technology and rapid global changes, an event occurring in one part of the world affects the other parts of the world as well (Lim, 2008). Therefore it has become a must for students to be active citizens rather than passive recipients and as teachers it has become our prior task to prepare learners for the demands of the new global world. The issue of how teachers can be prepared for these new roles and how they can perform them has been of vital importance (Göğebakan-Yıldız, 2018). As stated by Guntars Catlaks, “The quality of education will only be as good as the quality of the teacher” (UNESCO, 2014). Preparing students as global citizens goes beyond merely teaching them about the world. It requires students to be equipped to act on global issues in tangible and meaningful ways and have the skills to see problems from a multiple perspectives.

In the reviewed literature, there has been many descriptive studies about conceptualizing and defining GC. However, there are only a few studies integrated or implemented global issues in teacher training programs and language education in order to raise global teachers and learners. To my best knowledge, there has been only one study integrating SDGs into English teacher education pedagogy (Akyüz, 2019) and no study integrating SDGs into ELT pedagogy in Turkish context. Grounded on these, the present study is significant for several reasons. First, due to the insufficient literature, the study will lead further studies about the reflections of Global Citizenship Teacher Training grounded on the United Nations Sustainable Development Goals (SDGs) on participant teacher’s practices. In addition, there is no study that addresses the questions whether the integration of global issues into English Language classes will have any effects on the perceptions of the participant students with regard to Global Citizenship (GC) and reveal the perceptions of the participant teacher regarding the main benefits and challenges of the implementation of such program. Therefore, it may contribute to the insufficient literature by giving an insight into the topic and acts as a pioneer.

The findings of this study may also help language teachers be aware of themselves and trigger administrators, preservice and inservice teacher trainers regarding the need to awaken the consciousness about GCE and how to become a

global citizen. In addition, the current study is also significant since the goal of the study is to promote the integration of GCE into the curriculum of teacher training programs in order to raise teachers not as citizens of any country, but as global citizens. Therefore, the findings will be considered to be valuable to policy makers, teachers, stakeholders, curriculum developers, material designers and course book writers.

1.6 Definitions

Global Citizen (GC): Being aware of the wider world and has a sense of their own role as a world citizen; respects and values diversity; having an understanding of how the world works; being passionately committed to social justice; participating in the community at a range of levels, from the local to the global; working with others to make the world a more equitable and sustainable place; taking responsibility for their actions. (Oxfam, 2015).

Global Citizenship Education (GCE): ‘To equip learners for critical and active engagement with the challenges and opportunities of life in a fast-changing and interdependent world’ (Oxfam 2015, 5).

Global Citizenship (GC): “It refers to a sense of belonging to a broader community and common humanity, it emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global” (UNESCO, 2015, p.14).

Sustainable Development Goals (SDGs): “The goals are a universal call to action to end poverty, protect the planet, ensure that all people enjoy peace and prosperity, improve health and education, reduce inequality, spur economic growth, tackle climate change and work to preserve our oceans and forests” (United Nations, 2023).

Chapter 2

Literature Review

2.1 Introduction

This chapter focuses on brief information about globalization and the effects of globalization on education, global citizenship, studies on global citizenship, GCE, and research on GCE, and research on GCE in language education, the concept sustainable development, the United Nations Sustainable Development Goals, education for sustainable development and enhancing global citizenship through the United Nations Sustainable Development Goals in detail.

2.2 Globalization and Effects of Globalization on Education

With the recent improvements in technology, the world has become an interconnected world. An event happening in one side can affect another side of the world (Lim, 2008). With the ongoing globalization, preparation for this is needed. Globalism, in the modern sense, requires training global citizens with viewing of individuals as members of a large family known as global world (Takkaç & Akdemir, 2012).

Globalization can be defined as “the accelerated movement of goods, services, capital, people and ideas across national borders” (Little & Green, 2009). With the rise of globalization, the globally developing world is becoming multicultural and it is not enough to teach students to understand only one contacting culture. Therefore, the issue of how teachers can be prepared for this has also been vitally important. As the expectations from teachers changed, the approaches to schools and education has also changed. This shift has made it inevitable for teacher training institutions to approach their programs in accordance with globalization and global citizenship (Şahin et al., 2016).

In this new world order, the role of teachers has utmost importance in raising individuals as global citizens. In the multicultural world society, teachers should improve their students’ cultural, national and global identities in order to help them become thoughtful, concerned and responsive citizens (Banks, 2001). Therefore, it

seems vital to expose teachers to global citizenship training both during their pre-service and inservice teacher training programs as stated by Guntars Catlaks, “The quality of education will only be as good as the quality of the teacher” (UNESCO, 2014). Teachers cannot be expected to equip their students with knowledge, skills, values and attitudes of global citizens if they are not equipped with such qualities themselves.

2.3 Global Citizenship (GC)

Many major issues, including terrorism, racism, pollution, racial conflict, poverty, prejudice, social inequality, and environmental degradation, are present in today's globalized world. It is easily apparent that it is impossible to live an isolated life from these happenings in this universe where events that occur anywhere shape the other areas of the planet. Raising people who are conscious of, sensitive to, and equipped to address global concerns is therefore becoming more and more important. Thus, the idea of "global citizenship" which means a sense of belonging to a larger community has arisen (Oxfam, 2006a; UNESCO, 2014).

There are various definitions of the term ‘global citizenship’ made by different researchers. It was defined by Reysen and Katzarska-Miller (2013) as the awareness, compassion, and acceptance of cultural variety while assuring social fairness and sustainability with a feeling of responsibility for action. It requires an individual's consciousness, loyalty, and dependence beyond the borders of a nation to embrace the whole mankind (Pike, 2008) and the capacity to “act for the sake of humans all around the world” (Adams & Carfagna, 2006). Burrows (2004) came to the conclusion that being a global citizen means recognizing other cultures and their distinctions, examining the world from various angles, and coming up with fresh ideas for the benefit of everyone on the planet. These details make it possible to characterize a global citizen as an agent. With this knowledge, a global citizen can be described as an agent who possesses many cultural, global, and national qualities that enable him or her to transcend national boundaries and integrate into the global society (Myers & Zaman, 2009). By doing so, s/he acts in a way that promotes the welfare of all (Banks, 2008). Oxfam (2006), preparing the global citizenship curriculum, defines a global citizen as someone who:

- is aware of the world and their own roles.
- respects and attaches importance to diversity.
- understands how the world functions.
- is desirably dedicated to social justice.
- joins the local and global communities at various levels.
- takes actions with others in order to make the world a more fair and sustainable place.

The following statements were made by Lima and Brown (2007) in their study when they outlined the skills that a global citizen must possess:

- speaking multiple languages
- having a sense of knowing about other cultures
- willingness for helping those in need
- using technology in an effective way
- having no prejudice and respecting diversity (environment, individual, other cultures)
- being informed about what is going on in their country and/or the world
- having a role in the society such as citizenship, ethics, inclusion

Global citizenship, according to Brownlie (2001, p. 2), is more than just becoming knowledgeable about 'global concerns' like conflict resolution, international trade, and sustainable development. It is also about local issues, which affect everyone's lives, communities. It is a component of our daily activities, including our work, attire, diet, and entertainment choices. Wang and Hoffman (2016, p.4) defined global citizens as change agents who identify with a developing set of global values and practices and work for the common good.

2.4 Global Citizenship Education (GCE)

Traditional educational techniques need to alter in order to raise citizens of the world since education and training are the only ways to prepare people to adapt to a changing world order and act accordingly (Topkaya, 2016). In this regard, Akçay (2003) asserts that education is a tool for resolving the issues brought on by globalization in addition to being a means of globalization or integration. Because of

this, it is crucial that the educational system should undergo this kind of renewal and participate in this process. In this regard, the significance of GCE has recently increased in educational systems all over the world. GCE, according to Davies (2006), incorporates global themes like democracy, social justice, and human rights and fosters students' sense of both national and global belonging.

According to Cates (2022, p.41), a global approach to education has four main goals as follows:

- Knowledge about world problems: the nature of world problems, their causes, and viable solutions
- Acquiring skills: communication, critical and creative thinking, cooperative problem solving, nonviolent conflict resolution, informed decision making, and the ability to see issues from multiple perspectives
- Acquiring global attitudes: global awareness, curiosity, an appreciation of other cultures, respect for diversity, a commitment to justice, and empathy with others
- Action: democratic participation in the local and global community to solve world problems

This category suggests that in order to successfully implement a global perspective in education, learners must first become aware of the existence, nature, causes, and potential solutions of global challenges. Second, they must possess all the abilities required to tackle global issues. Thirdly, they need to develop attitudes like respect for variety, appreciation for various cultures, etc. Finally, students ought to be prepared to participate in democratic problem-solving. Setting and pursuing each of these objectives is crucial when designing and putting GE into practice.

Jacobs and Cates (1999) classified GE into four main fields:

1. peace education (concerned with reducing violence and with devising peaceful resolutions of conflicts),
2. development education (concerned with deploying sustainable solutions for overcoming poverty),

3. human rights education (concerned with ensuring everyone the freedom to voice their views and to enjoy protection from injustice and discrimination),
4. and environmental education (concerned with defending nature) (p. 45).

Organizations like Oxfam, NCSS, and UNESCO set some criteria for globalization education. GCE programs, according to Oxfam (2015), must cover knowledge of human rights, globalization, social justice and equality, respect for identities and cultural diversity, peace and conflict resolution, and the ability to deal with uncertainty and complexity. They also must cover skill sets in critical thinking, empathy, cooperation, communication, reflection, and conflict resolution, as well as value and attitudes like sense of identity and self-esteem, commitment, and perseverance.

Through GCE, people are expected to understand the characteristics of the society they live in, have a perspective on global issues like the environment, poverty, and wars, and be able to suggest solutions to these issues, as well as actively participate in public life, according to NCSS (2002).

Making connections from the local to the universal and from the national to the international is a requirement of global citizenship, according to UNESCO (2014). Additionally, it states that GCE must be regulated in order to provide people with values and skills including empathy, problem-solving, sensitivity to human rights, respect for diversity, equality, and conflict resolution.

For UNESCO (2015), GC "refers to a sense of belonging to a broader community and common humanity, it emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national, and the global" (p.14). "Empathy; a commitment to social justice and equity; a respect for diversity; a concern for the environment and sustainable development; and a belief that people can make a difference" are the major values and attitudes that a student who behaves as a global citizen ought to exhibit, according to the ESA (2011). It primarily involves the three learning domains of cognitive, socio-emotional, and behavioral learning as indicated in Figure 4.

	Cognitive domain	Socio-emotional domain	Behavioral domain
Topics	1. Local, national, and global systems and structures. 2. Issues affecting interaction and connectedness of communities at local, national, and global levels. 3. Underlying assumptions and power dynamics.	4. Different levels of identity. 5. Different communities people belong to and how these are connected. 6. Difference and respect for diversity.	7. Actions that can be taken individually and collectively. 8. Ethically responsible behavior. 9. Getting engaged and taking action.

Figure 5. Global citizenship domains and learning objectives from the UNESCO framework.

The aims of GCE according to UNESCO (2015) are followed:

- develop an understanding of global governance structures, rights and responsibilities, global issues, and connections between global, national, and local systems and processes;
- acknowledge and value diversity and multiple identities, including culture, language, religion, gender, and our shared humanity;
- develop skills for navigating an increasingly diverse world;
- develop and apply critical civic literacy skills, such as critical thinking, information technology, and media literacy.
- develop attitudes of care and empathy for others, the environment, and diversity;
- recognize and explore beliefs and values and how they affect political and social decision-making, perceptions about social justice, and civic engagement.
- develop fairness and social justice values, as well as the ability to analyze injustices based on factors such as gender, socioeconomic status, culture, religion, age, and other factors.
- participate in and make contributions to current global issues at the local, national, and global levels as informed, engaged, responsible, and receptive global citizens.

According to UNESCO (2014), making connections from the local to the universal and from the national to the international is a requirement of global

citizenship. Additionally, it states that GCE must be regulated in order to provide people with values and skills including empathy, problem-solving, sensitivity to human rights, respect for diversity, equality, and conflict resolution. Additionally, it is recommended to use learner-centered training techniques including cooperative learning and inquiry-based learning. According to an analysis of 24 universities' global citizenship training programs by Aktaş, Pitts, Richards and Silova (2017), social justice, human rights, self-reflection, unequal global power dynamics, and students' self-analysis of their place in the world and society are the most often covered topics. Moreover, Shultz and Abdi (2008) expresses it may be more beneficial to include the global citizenship competencies into other courses rather than offering them as a separate course.

UNESCO (2018) addresses that to create, test, and build their own opinions, beliefs, and attitudes as well as learn how to act responsibly in the socio-emotional and behavioral dimensions, learners should have real-world experiences and chances. Community involvement and with various points of view are essential and teachers must lead, assist, and support their students as they follow a way of critical thinking, inquiry, and self-discovery about the world in which they live.

Hosack (2011) states working with material that is intended to increase students' understanding of topics like climate change, the loss of biodiversity, the welfare of refugees, and global health concerns like HIV/AIDS is one way that foreign language teachers are teaching for global citizenship. These problems require a transnational or global solution because they entail difficulties that are too complex for individual state governments to resolve on their own, have an impact on the lives of individuals living in different countries and regions, and are therefore considered "global" in nature. Because of this, they are matters that demand the attention of all global citizens.

2.5 GCE in Language Education

The fundamental components of active and responsible global citizenship can be developed by integrating global citizenship with a variety of topic areas (OXFAM, 2006). It wouldn't be incorrect to claim that foreign language programs are one of the

areas in which GCE can be implemented successfully. Indeed, many English language teaching (ELT) professionals throughout the world have recently discussed the significance of global (citizenship) education for students of English as a Second Language (ESL) and English as a Foreign Language (EFL) (Arıkan, 2009; Cates 1997; 2000; 2009; Chowdhury, 2013; Dyer & Bushell 1996; Erfani, 2012; Focho, 2010; Gürsoy, 2010; Gürsoy & Sağlam, 2011; Gürsoy & Salı, 2014; Jacobs & Cates, 1999; Jacobs & Goatly 2000; Kruger, 2012; Omidvar & Sukumar, 2013; Sağlam & Gürsoy, 2010; Salı & Gürsoy, 2014; Serrano, 2008; Yakovchuk, 2004; Yamashiro & McLaughlin, 1999).

According to Cates (1997), Focho (2010), and Marshal (2007), foreign language courses have a certain level of subject flexibility that is not present in other courses. Yakovchuk (2004) claims that it is crucial to give foreign language instruction a global perspective. The only responsibility of foreign language teachers, according to Pramata and Yuliati (2016), is not to teach knowledge of vocabulary, grammar, pronunciation, listening, speaking, reading, and writing; rather, they must prepare their students to actively contribute to the resolution of global issues, or at the very least to become aware of and understand them. In addition to instructing students, this duty may require the teacher to use greater originality and creativity in addressing contemporary global challenges (Sato, 1999). Therefore, the classroom environment should be set up to support these practices, and teachers should have a good attitude toward global citizenship as well as knowledge of establishing an educational environment that incorporates GCE into their courses.

Teachers of foreign languages are in the best position to help pupils get ready for the multicultural environment of global citizenship (Hosack, 2011). As mentioned by Brown and Brown (2003), language teachers have much more personal experience of the issues at the heart of citizenship education particularly experience of communicating across cultures. This is also true for non-native speakers of the target language as well, who can draw on their experiences of studying and traveling abroad, engaging with foreign visitors, and other situations. Teachers frequently have the chance to impart an intercultural perspective by, for instance, questioning a cultural stereotype or providing an example from a culture they are familiar with. Additionally, they can encourage the values and abilities of democratic dialogue in addition to

providing learners with the linguistic skills and intercultural competency necessary to interact productively with individuals from different cultures (Hosack,2011).

According to Hosack (2011), teaching for global citizenship should include addressing global issues in ELT courses. In this regard, many academics propose that content- or theme-based training is one of the greatest approaches to handle global challenges in the classroom (Cates 1997, 2000; Crandal 1993; Gursay 2010; Met 1991; Prodromou 1992; Serrano 2008; Swenson & Cline 1993). The term "content-based instruction" refers to a method of teaching languages that centers education around themes and topics rather than grammar, functions, or contexts. Language is a tool for learning the world, according to content educators like Brinton, Snow & Wesche (1989) and Mohan (1986), who also advocate the use of motivating themes and real-world resources in the classroom.

FLE is a flexible field in terms of content because it allows for selections of content from all themes and sectors (Balkır, 2021). Additionally, a transition from a focus on structure to a focus on language is necessary. Global challenges might be properly exploited through all four skills—grammar, vocabulary, pronunciation—in a language course. For active student learning in the GE framework, more student-centered and experiential learning is needed in terms of methodologies. Activities like class simulations, role plays, inviting guest speakers, student projects, interviews, presentations, etc. could be used to achieve experiential learning. Some featured sources have been noted above in terms of materials. In addition to these, course books, student-made materials, and instructional materials created by the teacher can all serve as sources of instruction in GE.

2.6 Research on GCE

2.6.1 Studies with students. Review of the literature shows there have been a number of studies that focus on the effects and implications of GCE on students and EFL learners' perspectives on a course integrating global issues and language learning.

In order to investigate the perceived needs of teaching and learning about global concerns, including war and conflict, Yamashita (2006) performed a study. The research's data came from a two-year research project that sought to (a) identify the

needs of teachers for implementing GCE, (b) identify the needs of students for their learning expectations and comprehensions of GC and global events, and (c) identify the needs of teacher trainers and trainees for instructing GC. The information on globalization, various identities, and international concerns including racism, peace, and violence was gathered through group and individual interviews with representatives from six primary and secondary schools, three teacher preparation programs, and 13 local education authorities. The study's conclusions showed that many teachers said that teaching GCE was their least confident subject to teach and the feeling of being unprepared due to the pressure of having to know everything makes teachers unwilling to teach about global issues. In addition, they take a low-risk approach by refraining from expressing their knowledge and viewpoints on controversial issues fearing that they will disagree with official policies. On the other hand, the results also showed that learners are open to learn about difficult and controversial issues together with sophisticated inquiries and understandings. As a result, the study recommends that educators provide learners with venues where they can investigate and consider concerns.

To learn more about how Brazilian students utilize information and communication technologies (ICT) to stay updated about current world events, communicate with people around the globe, and advance social justice and inclusiveness, Lima and Brown (2007) performed a study. The criteria used to select the participating schools was that they must give their kids access to the internet. As a result, three schools that satisfied the internet requirement were picked for the study. The study's data came from 208 students who responded to a survey about their knowledge, attitudes, and behaviors related to global citizenship (GC) and ICT use. The results showed that students believe that being aware of global events is a crucial aspect of being a global citizen. In addition, they are willing to participate in social efforts to change the world since they are conscious of their roles and obligations in both their local and global communities. These results suggest that these kids are preparing for the challenges of a globally connected world and that they are already aware of the necessity to have the knowledge and abilities to be global citizens.

Myers (2008) conducted a study with 20 high school students as part of an international studies program based on courses like "Global Issues," "Intercultural

Communication," "International Political Economy," "Negotiation and Diplomacy," "Global Citizenship," and "Language and Culture" to learn about their perceptions of and self-perceived responsibilities for a global issue, poverty. The responses of the participants in the program revealed that students' perceptions of global issues vary. While some of them felt strongly responsible for doing their part to help solve the world's problems, others made reference to what governments should do rather than what individuals should do. According to the research, including global social issues in social studies curricula can encourage complexity and interdisciplinarity, two things that are lacking in public education. Additionally, it implies that tackling difficult social topics is a useful method to make GC one of the organizing ideas in the classroom.

Lim (2008) carried out a case study to investigate how students were motivated to learn certain subjects by assuming the role of world citizens. Through several missions, some topics related to current global concerns were incorporated into the science, math, and English curricula to be resolved by learners. Lesson observations, commitment and academic motivation pre-post surveys, as well as teacher and student interviews were used to gather the data. In a worldwide environment, the results showed that integrating this knowledge into the curriculum improved student motivation and learner engagement. Additionally, such integration was thought to strengthen students' and instructors' capacity for critical thought and action on regional and global concerns. The results suggested that while teachers and school administrators might not be able to plan and design courses or learning opportunities for students, they can develop skills for GCE if given the necessary professional development opportunities through a series of workshops that emphasize content-based resources.

Myers and Zaman (2009) performed research with 77 high school students enrolled in the PGSIS, a five-week summer program, to learn more about how they saw and understood citizenship. Global concerns, intercultural communication, global citizenship, language, culture, and other topics were covered in the program's courses. The study used pre- and post-questionnaires with 77 students, interviews with 20 students, and casual observations to gather its findings. According to the findings of the data gathered, such a program allowed the learners to improve their own

perceptions of citizenship and human rights. Since the curriculum introduced the idea of the GC, these beliefs were promoted even if their origins appeared to be the main influence on how they expressed themselves and what a GC was.

Myers (2010) conducted research with 77 high school students in an international studies program in order to find out the ways that they construct meanings of GC. The curriculum covered topics like intercultural communication, global citizenship, and culture (in this case, Brazilian, Portuguese, or Japanese). The data was gathered via 20 student interviews, essays, and internet debates. The analysis of the data revealed that the students' meanings were not related to a specific place but rather represented the concept of the world as a whole. As a result, it is thought that this method will enable students to connect their personal experiences with citizenship instruction. Based on these, the study claims that the current curriculum is unable to integrate local, national, and international issues. Therefore, in order to enable all students become a part of the interconnected world, citizenship educators must provide students with realistic learning objectives for global education.

Johnson, Boyer, and Brown (2011) conducted a study to investigate whether middle school students were interested in global issues, had knowledge of global issues and possessed the skills needed for competence as a citizen in a globalising world in the context of participating in a five-week, web-based international negotiation simulation conducted by the GlobalEd Project. To determine its impact, the program was connected to social studies lessons. As a result, each classroom served as a representation of a different real-world nation, and students from those nations interacted with one another via email and online forums. Through the use of tools that evaluated pre- and post-knowledge, attitudes, and behaviors linked to global education, data were gathered from 260 students. The findings showed a substantial difference in their knowledge ratings, indicating that GlobalEd helps students gain understanding about international concerns. In order for students to be aware of global challenges and function well in the globalized world, the study underlines the significance of global education. The report also emphasizes the necessity for further research on the results of international education initiatives in order to comprehend the effects of such educational advancements.

In order to learn about young people's perceptions of GC and how these perceptions relate to their identities and attitudes both locally and worldwide, Niens and Reilly (2012) undertook a study. Focus group interviews were done to learn more about how much students learnt about global issues, the resources used in each class, and how the offered material affected the students' understandings of GC. Results revealed that "environment, economy, and interdependence; cultural diversity at the global level; and cultural diversity sectarianism and conflict" are the primary topics that students comprehend about GC. The results also showed that the participants had a strong desire to learn more and were highly motivated to learn about global concerns. Therefore, even if the students cared about global inequality and were eager to better others' living conditions, they lack critical engagement. Most crucially, the research revealed that educators refrain from controversial topics out of worry for the consequences on students.

McNaughton (2014) conducted a study to determine whether educational drama within the Global Storylines offers an effective pedagogy for delving into ideas and situations while also fostering the skills and values needed for GCE. The data were gathered from 16 teachers from eight different schools and included observations of the classroom, samples of the students' written and oral responses, and field notes. The research showed that drama-based training gave the students settings and goals for learning about and responding to global environmental, social, economic, and political challenges. As a result, drama was taken into account as a component of educational strategies assisting students in expanding their understanding and exposure to the nuanced citizenship concerns.

Wood (2014) explored the citizenship perceptions and practices of 27 New Zealand social studies teachers and 122 students from four diverse geographic and socio-economic school communities. Focus group interviews and photo-voice, which allowed participants to represent their environment through their own images, were used to gather data for the study. The results demonstrated that despite the fact that the four schools shared a common curriculum strategy, each community displayed distinct local and global orientations because of its varied economic, social, and cultural roots. These elements are thought to either encourage or inhibit their beliefs and behaviors of citizenship. Additionally, it has been suggested that teachers have a significant

impact on how children develop their civic attitudes. Therefore, it is underlined that even teachers' topic choices are crucial in shaping the students' perceptions about what is important or not.

Oğurlu, Kaya, Yalman, and Ayvaz (2016) carried out a study to find out the effectiveness of GCE program aiming to raise the sensitivity of talented children to global challenges and assist them in developing more effective coping strategies with these issues in the future. Forty pupils from middle schools attended the program. Science, creativity, and ethics classes as well as social activities covering issues connected to global citizenship were presented to pupils throughout a 6-day education period as part of the GCE program for gifted children at Kocaeli University. The study's conclusions show that overall, the program was beneficial to the kids.

Schutte, Kamans, Wolfensberger and Veugelers (2017) investigated effects of an undergraduate honors course in the Netherlands aiming global justice citizenship on the participating students. The Ethical Sensitivity Scale Questionnaire and the Global Citizenship Scale were used in a pre- and posttest design to measure possible development in the moral and civic domain among the participants of the course. The data also were collected by means of students' work and students' written reflection on the course, a follow-up blog and interviews. Results show increased ethical sensitivity as well as global civic engagement and global competence among the participants so it was understood that a 112-hour theory-based global citizenship course can have a positive impact on undergraduate honors students' insights, ethical sensitivity, and the development of attitudes and behaviors as engaged citizens.

In a similar vein, Balkır (2021) conducted a study to reveal perspectives of a group of tertiary level EFL learners' on a course integrating global issues and language education. Qualitative design was adopted, and focus group interviews were accomplished with a group of students at a state university in Turkey. The findings of the research indicated that the learners' conceptions of global issues included poverty, environment, education, and oppression. Additionally, they had mainly positive opinions about the effects of dealing with global issues in class and expressed it expanded their perspectives and improving learning gains.

The study carried out by Whyun, Mun-Koo and Woon (2022) aimed to determine the learners' perceptions and needs analysis for Global Citizenship Education (GCED) in Korea high school English education. For this purpose, an online survey was administered to 369 students enrolled in ten general high schools throughout the nation. According to the results, the majority of respondents agreed that GCED was important and valuable as an education, but they also noted that practical education related to GCED was rarely addressed in the classroom, was very limited in the case of the school level or the subject where GCED was practiced. Moreover, the majority of respondents expected their needs to be reflected in the high school English curriculum and the production of English textbooks.

González-Valencia, Massip Sabater and Santisteban Fernández (2022) explored the aspects of global citizenship education (GCE) when secondary school pupils view pictures that were collected from mainstream media's digital platforms. A mixed method was used to gather data and the findings demonstrated that it is extremely difficult for students in their final year of secondary school, who are between the ages of 15 and 16, to analyze the data and pictures in the media from a global citizenship perspective. While students prefer to take a social responsibility, they lack the skills needed to critically analyze social facts and issues, and they are yet less qualified to argue for or decide on courses of action that fall within the bounds of social justice.

Alshawhi (2023) examined the degree of global citizenship among students at Qatar University. The views of Qatar University students regarding worldwide trends were investigated through a survey. The findings revealed students' GCE proficiency is high and they are seen as globally aware and involved citizens.

Udvari and Vizi (2023) have combined educational methodologies and global citizenship education in their paper to evaluate how flipped classrooms in university education might improve students' global citizenship competencies in developing countries. At a Hungarian university, 44 bachelor's degree holders participated in a pilot study project. The project focused on the aspect of global competencies in global citizenship and was built around the flipped classroom approach. Although the final

results were not as good as anticipated, the results demonstrated that a university course can raise the level of global skills.

The research study conducted by Helm, Baroni and Acconcia (2024) examined the perceived learning results of a "virtual exchange" project that addressed global citizenship-related topics and involved students in online discussion programs from European and Southern Mediterranean nations. The data collected by means of surveys and focus groups showed participants believed that interactions and conversations with individuals from diverse backgrounds were the primary means of facilitating their learning. They said they had learned to accept and/or appreciate various viewpoints and experiences, as well as to actively and attentively listen. The results provide new opportunities for higher education institutions to involve their students in online transnational and global learning experiences. These opportunities can help with the process of rethinking education and society in a post-pandemic world.

2.6.2 Studies with inservice and preservice teachers. The reviewed literature indicated that there have been a number of studies that focus on teachers' perceptions and practices of GCE. This section presents the studies conducted with EFL teachers and but also with teachers in other fields:

Yakovchuk (2004) explored the attitudes of twenty-two competent English language instructors from a range of cultural backgrounds who were pursuing their MA in ELT. The data gained showed that the most preferred factor for choosing which global concerns to discuss and which global values to promote in foreign language instruction is students' characteristics. Additionally, it was shown that contextual qualities are a fundamental criterion for choosing global issues and values. The findings of that study also lend credence to the notion that by using specially designed questionnaires, teacher education programs and school districts can raise awareness of global education among teachers and teacher candidates and highlight its significance in foreign language instruction.

Similarly, Cheung (2010) looked into the driving forces behind teachers' perspectives of GCE in Hong Kong's civic education. Data were collected through a mixed method approach consisting of a questionnaire survey and a follow-up interview. The study's conclusions demonstrated that sociopolitical, personal,

academic, and curricular aspects are significant in influencing how civic educators perceive civic education globally. The study's findings also advised that Hong Kong's preservice and inservice teacher education programs should be improved to better reflect the needs of the local context and the advancement of the world.

Appleyard and McLean (2011) conducted a study to comprehend how preservice teachers saw and interacted with PD in GCE as a part of their professional development. According to their research, the best practices for professional development in GCE involve using explicit modeling and experiential learning pedagogies consistently, giving preservice teachers specialized instruction in the intellectual, affective, and action domains of GCE, giving them opportunities to practice GCE in the classroom, and creating supportive networks of collaboration.

Hongtao (2013) explored 17 EFL teachers' attitudes and practices with regard to global awareness at one senior high school in China. The data collection method was in-depth interviews and focus groups. According to findings of the research, instructors think that teaching pupils about other cultures is important for developing their tolerance and open-mindedness as well as for preparing them to be global citizens. The development of pupils' open-mindedness and critical thinking as well as their language proficiency and communication with non-native speakers are all benefits of global awareness, according to teachers. It was discovered that English teachers were educating their students about global issues through textbooks, movies, music, debates, group discussions, newspapers, role plays, and exams.

In order to promote global citizenship, Tichnor-Wagner, Parkhouse, Glazier and Cain (2016) investigated the pedagogies of ten inservice teachers in one southeastern state who teach global competence in math, music, science, English, social studies, and language classes across elementary, middle, and high schools in a qualitative multiple case study. The data gained showed that the most preferred factor for choosing which global concerns to discuss and which global values to promote in foreign language instruction is students' characteristics. Additionally, it was shown that contextual qualities are a fundamental criterion for choosing global issues and values. The findings of that study also lend credence to the notion that by using specially designed questionnaires, teacher education programs and school districts can

raise awareness of global education among teachers and teacher candidates and highlight its significance in foreign language instruction.

In the same line, Başarır (2017) investigated the opinions of 13 ELT instructors employed by a Turkish higher education institution about global citizenship instruction into ELT courses. Regarding how they defined global citizenship, what their responsibilities were in educating students to be global citizens, how they implemented GCE in their classes, and the difficulties they encountered, instructors' perspectives were explored. Interview method was used as a data collection tool. Findings showed that participants mostly paid attention to the "value" aspect of global citizenship, which includes respect, sensitivity, a sense of belonging, responsibility, and openness. The teachers saw themselves as role models and informers who must help pupils become global citizens. While the majority of participants claimed that they did not use any particular teaching strategies in their classes to develop students as global citizens because they believed that ELT lessons and GCE were irrelevant, a small number of instructors addressed global issues in the courses and engaged in role modeling to encourage global citizenship. Additionally, it was discovered that incorporating global citizenship into ELT was difficult due to grammar-based instruction and student resistance. It was determined that ELT teachers lack the necessary levels of knowledge, abilities, attitude, and behavior in relation to GCE.

In a similar manner, Kayışoğlu (2016) investigated GC levels of 485 preservice teachers, studying at 3rd and 4th grades of undergraduate programs of physical education teaching at thirteen different universities in Turkey. In order to collect data, Global Citizenship Attitude Scale, developed by Sahin and Çermik was utilized. The research's findings indicate that preservice physical education teachers' global citizenship is at a medium level and that it may be improved. Additionally, neither gender nor YGS (The Transition to Higher Education Examination) scores affect global citizenship level, although increases in total family income, daily Internet use, and foreign language proficiency did, albeit not statistically significantly. The university, the number of foreign acquaintances, and possessing an athlete license are characteristics that have an impact on the level of global citizenship, according to the research.

In the same vein, Gögebakan-Yıldız (2018) administered a study to evaluate the 13-session Global Citizenship Training Program (GCTP), which was designed for teacher candidates. The pre-test and post-test of "Global Citizenship Competency Perception Scale" (GCCPS) and "The Respect of Differences Scale", participant diaries and evaluation forms were used to collect data. 32 Turkish teacher candidates who are receiving education in the departments of Psychological Counselling and Guidance, Social Sciences Teaching, Primary School Teaching and Science Teaching took part, and the results showed that the GCTP has a favorable impact on teacher candidates' perceptions of their global citizenship competencies and their degree of respect for diversity. The results also demonstrate that the training helped teacher candidates to increase their understanding of global citizenship, and inquire a variety of issues, including multiculturalism, the rights of women, children, and people with disabilities, to develop their global citizenship competencies, to confront their own prejudices, and to alter their perspectives. Additionally, they stated that the training materials and activities, such as film activities, script writing, and creative theater, were successful.

Similarly, Akyüz (2019) conducted a study to reveal the effects and practical reflections of the integration of GCE into English Teacher Education Pedagogy with reference to the United Nations SDGs. Besides, it aims to find out preservice English teachers' global citizenship (GC) levels and identify their perceptions about such integration. The participants consist of 30 PTs studying at one of the universities in Turkey. The data were collected by means of questionnaires, results, lesson plans, focus group interviews and field notes taken by the researcher. The findings of the study demonstrated that the integration of the GCE program into English Teacher Education Pedagogy through the SDGs enhanced the preservice teachers' levels of GC.

Andrews and Aydin (2020) carried out a related research study with the same goal of learning more about preservice teachers' perspectives on social studies curricula that promote global citizenship. According to data gathered from various sources, including open-ended semi-structured focus group interviews, classroom observations, discussion posts, and essay questions teachers should include lessons on global citizenship to help pupils develop their cultural sensitivity and understanding of

international issues. The ability to advocate for social justice, unity, and equity is a skill that students should have as global citizens because it gives them the wisdom to make decisions that will improve the economic, political, social, and environmental conditions of the globe.

A similar study conducted by Saperstein (2020) who aimed to investigate the roles and responsibilities of global studies teachers at an urban public high school. The study included interviews with an administrator, two global studies teachers, and six students enrolled in the second sequence of a two-year course in the global studies curriculum; as well as observations and analysis of the course curriculum, syllabus, and student assignments. It was discovered that more preservice and inservice training opportunities, as well as teacher education and professional development programs, are still required for teachers of courses linked to global studies. This study also highlights the need for additional analysis of global studies education, training, and certification initiatives in the US.

In conjunction with educating preservice teachers on GC, Damiani (2020) administered a study to evaluate the interest of aspiring teachers in GCE and the integration of GCE-related topics in an Italian teaching curriculum. The data was collected by means of an online questionnaire. The findings showed that basic discipline-related and pedagogical knowledge is given to preservice teachers, allowing them to implement GCE in their classrooms even though it is not directly related to GCE. Findings also show that linkages between their interest in GCE-related subjects, their learning opportunities (both inside and outside of preservice programs), and their level of global participation should be analyzed in light of prospective teachers' experiences with GCE.

Likewise, the perspectives of the education faculty teachers on the idea of global citizenship were explored by Baysal and Tanriseven (2020). Seven education faculty instructors who work at a higher education institution in Turkey made up the research's participants, and a semi-structured interviewing technique was used. According to research findings, teachers primarily emphasize the "values and attitudes" component of global citizenship, which includes respect for diversity and values, a sense of belonging, tolerance, concern for international affairs, a commitment

to equal rights, and sensitivity to international challenges. In addition, it was discovered that all instructors agree that global citizenship is essential for preservice teachers for both their personal and professional lives, that they engage in a variety of practices by integrating the topic of global citizenship with their courses during the educational process to increase their students' awareness of global citizenship, and that the majority of the challenges they encountered during the practices were related to students. The teachers suggested that seminars be held to increase awareness among both students and instructors.

Kerkhoff and Cloud (2020) conducted a mixed methods study investigating teachers' perceptions and self-reported practices of globally competent teaching. Teachers who were enrolled in a graduate course that included global learning provided the data collected via discussions, self-reflections, and lesson plans from the global learning module, semi-structured interviews and knowledge inventory. The findings indicate that teachers value and want to practice globally competent teaching but need guidance on how to put it into practice in the classroom. The data exhibit all four dimensions of the Global Teaching Model to varying degrees, including intercultural collaboration for transformative action, situated relevant practice, integrated global learning, and raising critical and cultural consciousness.

Bosio (2023) investigated how Japanese university educators understand the role of Global Citizenship Education (GCE) in higher education. Using questionnaires and responsive interviews with 22 educators, data were gathered and analyzed using grounded theory and the constant comparative method. Four notions of GCE emerged from the data: the Japanese educators expressed the opinion that GCE must foster students' sense of social efficiency and economic growth, enhance their English-language proficiency to prepare them for work in the global market, encourage overseas experiences to support them in acquiring global consciousness; and develop students' understanding of different countries. This research suggests a framework based on the principles of critical pedagogy embedded in social justice in order to teach GCE in Japanese universities.

Among the studies on GCE, six of them used some models, approaches and criterias for planing GCED (Lim, 2008; Appleyard & McLean 2011, Schutte, Kamans,

Wolfensberger & Veugelers, 2017; Göğebakan-Yıldız, 2018; Akyüz, 2019; Kerkhoff & Cloud, 2020). In the study of Lim (2008), how students were motivated was investigated through the mission in which learners are presented different problems in Atlantis and played the roles of global citizens. Appleyard and McLean (2011) conducted a study to comprehend how preservice teachers saw and interacted with PD in GCE by using Adey's (2004) evaluative model for effective PD. Schutte, Kamans, Wolfensberger and Veugelers (2017) investigated effects of a course based on justice-oriented approach of GC. Göğebakan-Yıldız (2018) administered a study to evaluate the 13-session Global Citizenship Training Program (GCTP) which was planned regarding UNESCO's GCE criteria. Lastly, Akyüz (2019), conducted a study to reveal the effects and practical reflections of the integration of GCE into English Teacher Education Pedagogy with reference to the United Nations SDGs and Kerkhoff and Cloud (2020) used the Global Teaching Model as a prospective framework and emphasizes the critical dimension when internationalizing teacher education.

It is evident from the reviewed literature that the content of the most of GCE programs was random rather than structured. There is no clear information about how they structure the theoretical framework of the GCE programs used in some studies (Yamashita, 2006; Myers & Zaman, 2010; Cheung, 2010; Myers, 2010; Oğurlu, Kaya, Yalman & Ayvaz, 2016; Başarır, 2017; Balkır, 2021). Therefore, it can be concluded that there hasn't been much research that uses or implements a systematic program to present GCE.

Different from previous studies, this study used and put into practice a GCE program that is based on the Oxfam Framework on GC and Sustainable Development Goals of the UN. The researcher holds the belief that GCE and sustainable development are related and may thus be accomplished simultaneously. That's why, brief information about concept Sustainable Development, the United Nations Sustainable Development Goals, education for sustainable development and enhancing global citizenship through the United Nations Sustainable Goals was presented in the following sections.

2.7 Promoting GCE through the SDGs.

To promote human lives and sustainable development, promoting high-quality education is essential (UNESCO, 2014b). The UN therefore designated the years 2005–2014 as the Decade of Education for Sustainable Development (DESD) and placed education at the core of the strategy for promoting sustainable development after acknowledging the critical role of education (UNESCO, 2002). According to UNESCO (2014b, pp. 14–15), "Transforming learning and training environment: Integrate sustainability principles into education and training settings" is essential. Therefore, it is evident that efforts are being made to incorporate sustainability into the curriculum.

In this context, a number of definitions were put up by academics and organizations as soon as the idea of "Education for Sustainable Development" (ESD) developed. According to Nevin (2008), "ESD encourages the development of the knowledge, skills, understanding, values, and actions required to create a sustainable world, which ensures environmental protection and conservation, promotes social equity, and encourages economic sustainability" (p. 50).

In a similar manner, UNESCO stated that: ESD equips learners to take responsible decisions for environmental integrity, economic viability, and a just society, for present and future generations, while respecting cultural variety. It is all about lifelong learning and is a crucial part of education. ESD is a comprehensive and transformative approach to education that takes into account pedagogy, learning environment, learning outcomes, and content. It accomplishes its goal via changing society (2014b, p. 12).

Regarding the definitions, it is crucial that sustainable development is based on a variety of disciplines, including economics, business, geography, sociology, political science, and the environment (WEF, 2015). According to UNESCO, "No one discipline can claim education for sustainable development as its own, but all disciplines can contribute" (2005a, p. 31). As a result, it should be evident that the SDGs can only be achieved by using an interdisciplinary strategy that stresses the connections between disciplines. In this situation, implementing multidisciplinary

education is clearly necessary to achieve this goal, as proposed by various academics (Eagan et al., 2002; Dale & Newman, 2005; Luppi (2011); Jain et al., 2013).

ESD refers to the development of the knowledge, skills, understanding, values, and actions necessary to create a sustainable world while through GCE people are expected to understand the characteristics of the society they live in, have a perspective on global issues like the environment, poverty, and wars, and be able to suggest solutions to these issues, as well as actively participate in public life. Grounded on these, teachers who can integrate sustainability concerns and global issues into the curriculum are needed for the implementation of multidisciplinary education (UNESCO, 2005b). Therefore, this study aimed to find out reflections of Global Citizenship Teacher Training grounded on the United Nations Sustainable Development Goals (SDGs) on participant teacher's practices.

To "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UN, 2015b, p. 21), is one SDG. Accordingly, "a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind" (2015, p. 7) was suggested in the Education 30-Incheon Declaration and Framework for Action for the implementation of that SDG. It is intended to encourage innovation and learning, as well as to guarantee that participants fully engage in civic life and acquire necessary skills like literacy and numeracy. Additionally, it makes sure that students are developing "the skills, values, and attitudes that enable citizens to lead healthy and fulfilling lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and GCE" (World Education Forum, 2015, p. 8).

In order to advance democracy and human rights and to improve skills like global citizenship, tolerance, civic participation, sustainable development, etc., the suggested agenda is claimed to consider education as inclusive and essential (WEF, 2015, p. 26). It is required that we have a common idea of how to advance relevant, high-quality education that respects human rights, the arts, and citizenship.

2.8 Conclusion

The literature review demonstrated the current state of the integration of GCE

into education. The limited number of research on the role of GCE in language instruction has highlighted the need for further investigation. Taking the insufficient literature into consideration, this study aiming to find out the potential reflections of Global Citizenship Teacher Training grounded on the United Nations Sustainable Development Goals (SDGs) on participant teacher's practices, whether the integration of global issues into English Language classes will have any effects on the perceptions of the participant students with regard to Global Citizenship (GC), reveal the perceptions of the participant teacher regarding the main benefits and challenges of the implementation of such program and the researcher's perceptions on the integration of the global issues in English classes is considered to lead further studies. In order to reach the goal of the study, specifically, the following research questions were addressed in this study:

1. What are the perceptions of the participant teacher regarding the main benefits and challenges of the integration of global issues into classes?
2. To what extent will the Global Citizenship Training program be reflected in the participant teacher's practices?
3. Is there be a difference in the perceptions of participant students regarding Global Citizenship after being exposed to the GCE in their English classes?
4. What are the participant students' perceptions about the integration of the global issues in English classes?
5. What are the perceptions of the researcher about the integration of the global issues in English classes?

Chapter 3

Methodology

3.1 Introduction

In this chapter, firstly, the pilot study, contribution and the results of the piloting are introduced. Subsequently, the research design, setting, participants, the data collection tools including semi-structured pre and post focus group interviews, students' diaries, observation checklists and teacher's field notes, stimulated recall interviews are outlined. In addition, the data collection and analysis principles and procedures adopted for the data as well as the ethical considerations are detailed. Finally, the chapter will present the limitations of the study.

3.2 Implementation of the Pilot Study

Prior to the implementation of actual study, to check data collection tools including pre and post semi-structured focus group interviews, students' diaries, observation checklists kept by the researcher, stimulated recall of the lesson video recordings and researcher's field notes and to determine potential problems regarding data collection, analysis procedures and the content of the teacher training, pilot study was implemented during spring term of 2021-2022 academic year. As an initial step, the researcher got permission from the director of foreign languages at a private K-12 school where the research took place for the piloting of the training and implementation of the study. After taking the required official approvals, one inservice English language teacher working in Kocaeli was assigned to participate in the study by the coordinator of foreign languages at school where the research took place as Kocaeli was conveniently accessible for the researcher. He was teaching B1 level English to 10th graders in Kocaeli and his 11 (3 females and 8 males) B1 level English learners participated in the pilot study lasting for ten weeks (8 weeks for teacher training and pre interviews, 1 week for post interviews, 1 week for stimulated recall interviews) in total. The students of the teacher participant of the pilot study have similar characteristics (age range, B1 level, tenth graders, EFL context) with the ones in the actual study. During this process, all ethical issues were taken into consideration, and all participants were guaranteed that their responses would be kept anonymous via a verbal protocol and written consent forms.

In order to design an inservice teacher training for EFL teachers on the integration of GC into language classrooms, the researcher watched videos on GC, GCE, read various books and academic articles on integration of global issues into classes and GCE research. Through these channels, she obtained information and acquired the necessary skills on GCE implementation among L2 English learners in different school contexts including high school programs.

To enable participant teachers to gain knowledge with regard to GC, GCE and SDGs and their integration into ELT, the researcher tried to implement what she learned from different resources in her training and shaped the content of the GC Inset training. The GC teacher training program was based on the United Nations Sustainable Development Goals (SDGs) and the researcher made use of the pack called *“Integrating global issues in the creative English language classroom: With Reference to the United Nations Sustainable Development Goals”* (Maley & Peachey, 2017) as the main teaching aid. This pack consisted of 22 chapters about how to integrate the SDGs into ELT. In the pack, there are chapters combined facts and activities for different language levels. Even if there were twenty-two chapters available in the pack, the fourteen of them were included in the training as they were the chapters introducing the SDGs (Figure 6). In the book, all the chapters started with the introduction of an SDG, and then some suggested activities were provided. In addition, some of the chapters also provided additional resources. The researcher used adapted versions of some activities which are suitable for the age and language levels of participant teacher’s learners.

Global Citizenship Inservice Teacher Training lasted for 8 weeks and the researcher met the participant teacher online once a week for two hours. In this training, it was aimed to assist the teacher in becoming familiar with curricular practices that he can integrate global issues into his English classes through activities and exercises. The training focused on Climate Action, No Poverty, Zero Hunger, Good Health and Well-Being, Quality Education, Gender Equality, Reduced Inequalities, Sustainable Cities and Communities, Responsible Consumption and Production, Peace, Justice and Strong Institutions, Affordable and Clean Energy, Clean Water and Sanitation, Life below Water, Life on Land of the 17 Sustainable Development Goals adopted by world leaders as a result of the Sustainable

Development Summit held in September 2015 and designed to end poverty, fight inequality and injustice, and combat climate change by 2030. The teacher was informed about classroom activities where students are encouraged to ask their own questions, conduct surveys, research and think about the world they want to live in as active world citizens rather than passive observers of events.

Chapters	Authors
<i>Climate Action:</i> Take urgent action to combat climate change and its impacts	Theologidou, 2017)
<i>No Poverty:</i> End poverty in all its forms everywhere	Zabor-Zakowska, 2017
<i>Zero Hunger:</i> End hunger, achieve food security and improved nutrition and promote sustainable agriculture	Ruas, 2017
<i>Good Health & Well-being:</i> Ensure healthy lives and promote well-being for all at all ages	Flores, 2017
<i>Quality Education:</i> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	Xerri, 2017
<i>Gender Equality:</i> Achieve gender equality and empower all women and girls	Prior & Woodward, 2017
<i>Reduced Inequalities:</i> Reduce inequality within and among countries	Maley, 2017
<i>Sustainable Cities and Communities:</i> Make cities and human settlements inclusive, safe, resilient and sustainable	Brennan, 2017
<i>Responsible Consumption and Production:</i> Ensure sustainable consumption and production patterns	Katona & Tartsay, 2017
<i>Peace, Justice and Strong Institutions:</i> Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	Duriga, 2017
<i>Affordable and Clean Energy:</i> Ensure access to affordable, reliable, sustainable and modern energy for all	Wade, 2017
<i>Clean Water and Sanitation:</i> Ensure availability and sustainable management of water and sanitation for all	Too, 2017
<i>Life Below Water:</i> Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	Papalazarou, 2017
<i>Life on Land:</i> Conserve and sustainably use the oceans, seas and marine resources for sustainable development	Hadfiel & Hadfield, 2017

Figure 6. Chapters followed within GC teacher training program. Adapted from *Integrating global issues in the creative English language classroom: With Reference*

to the United Nations Sustainable Development Goals, by A. Maley and N. Peachey, 2017, British Council.

The following is a sample of the first week schedule of the teacher training:

Week 1: The Concept of Global Citizenship & Climate Action. In the first week, the session started with asking questions such as what a global citizen is, whether everyone should be a global citizen or not and if yes why and what they do as global citizens if they are. After that, a chart for global goals was introduced and the researcher asked the participant teacher to watch some video series which briefly explain each goal one by one. Also, the participant was provided with the necessary terms and definitions. Then in order to develop participant teacher's students' awareness and understanding of the SDGs, two activities adapted from the book "Integrating global issues in the creative English language classroom: With Reference to the United Nations Sustainable Development Goals" (Maley & Peachey, 2017) were introduced.

The objectives of the session

- To introduce the GC, GCE and the SGDs to the participant teacher
- To provide the definitions, aim, content, materials and suggested resources regarding GCE
- To familiarize the teacher with the SDGs
- To present activities which aim to develop participant teacher's students' awareness and understanding of the SDGs, raise students' awareness of energy issues, to encourage climate action and to engage students in hands-on tasks that allow them to design a better, sustainable future.

In the second hour of the first session, the participant teacher read the chapter entitled "*Take urgent action to combat climate change and its impacts* (Theologidou, 2017)" and reflected on the text by answering the questions such as "What is the goal?", "Why should we care?", "How can we achieve this?" What can we do about that?. Then a set of activities focusing on types of energy, global warming and designing sustainable cities were presented. After that, the session for activity analysis started. During the session, the participant teacher and the researcher went over the

suggested activities. The activities were presented with the following titles: aims, language focus, SGD focus, creative focus, preparation, procedure, follow-up, and additional resources if any. The teacher was requested to reflect on the activities regarding the applicability of the activities and he also stated his suggestions for the integration of the goal. Thus, it could enable the participant teacher to have a chance to see how to integrate GCE through the SDGs into his classes.

The other weeks' schedules are presented in Table 1.

Table 1

Weekly Schedule of the Training

Weeks	Global Themes	Aims of the Sessions
Week 1	The Concept of Global Citizenship & Climate Action	• To introduce the GC, GCE and the SDGs to the participant teacher. • To provide the definitions, aim, content, materials and suggested resources regarding GCE. • To familiarize the teacher with the SDGs. • To develop awareness of energy issues. • To encourage action to slow down the impact of global warming.
Week 2	No Poverty & Zero Hunger	• To raise the awareness of the phenomenon of poverty on the globe. • To develop sensitivity to other people's needs • To get the teacher think about potential sustainability issues with common food. • To raise awareness of food issues relating to hunger, malnutrition, food commodity markets.
Week 3	Good Health & Well-Being and Quality Education	• To create awareness about healthy lives and to raise consciousness about promoting well-being for everyone of all ages. • To raise awareness about the importance of providing quality education to all boys and girls, and men and women in the developing wor

Table 1(cont.d)

Weeks	Global Themes	Aims of the Sessions
Week 4	Gender Equality & Reduced Inequalities	- To critically consider the gender balance of teaching materials. - To foster awareness of gendered language and teach and elicit different ways to avoid it. - To raise awareness about the varied and widespread nature of inequality focusing on excessively unfair distribution of income and wealth.
Week 5	Sustainable Cities and Communities & Responsible Consumption and Production	- To raise awareness of environmental and sustainability issues, energy issues, especially energy consumption and alternative forms of energy. - To highlight the importance of sustainability in production and consumption by focusing on reducing waste generation through prevention, reduction, recycling and reusing.
Week 6	Peace, Justice and Strong Institutions	To introduce teacher importance of strong institutions and treatment of human beings irrespective of race.
Week 7	Affordable and Clean Energy & Clean Water and Sanitation	- To raise awareness about the importance of reliable energy to make everyone have access to affordable energy from a sustainable source. - To raise awareness about human rights issues in accessing clean water and sanitation.
Week 8	Life below Water & Life on Land	- To raise awareness of the value of oceans and seas. - To highlight importance of protecting natural environments and endangered species.

During the fifth week of the training, semi-structured pre-interviews were administered with 11 volunteer learners of the participant teacher before the teacher participant started to integrate global issues into his class. Then, two observations of the class interventions were accomplished by the researcher and during this process, the students kept diaries the researcher took field notes, filled observation checklists and video-recorded the lessons. Then post focus group interviews were conducted after the end of the training and the intervention to find out whether there was any difference in the perceptions of the participant students after being exposed to integration of global issues into their English lessons regarding Global Citizenship. Also, the teacher participant was asked to recall what he had done while watching the recorded videos

of the lessons in which GC related topics were integrated to reflect on decision-making processes and reveal inner thoughts.

Table 2 introduces the pilot study and schedule in detail.

Table 2

Time Schedule

Time	The Content of Pilot Study
Week 1	Training Session 1: The Concept of Global Citizenship & Climate Action
Week 2	Training Session 2: No Poverty & Zero Hunger
Week 3	Training Session 3: Good Health & Well-Being and Quality Education
Week 4	Training Session 4: Gender Equality & Reduced Inequalities
Week 5	Training Session 5: Sustainable Cities and Communities & Responsible Consumption and Production
	Semi-structured pre-interviews with learners were conducted
Week 6	Training Session 6: Peace, Justice and Strong Institution
	Observation 1 was accomplished
	The researcher video-recorded the lessons
	The researcher took field notes
	The researcher filled observation checklists.
	Students kept diaries
Week 7	Training Session 7: Affordable and Clean Energy & Clean Water and Sanitation
	Students kept diaries
Week 8	Training Session 8: Life below Water & Life on Land
	Observation 2 was accomplished
	The researcher video-recorded the lessons
	The researcher took field notes
	The researcher filled observation checklists.
	Students kept diaries
Week 9	Semi-structured post interviews with learners were conducted
Week 10	Stimulated recall interviews with the participant teacher were carried out

3.2.1 The results of the pilot study. Pre and post focus group interviews which were carried out with B1 level high school learners were transcribed. Qualitative analysis of students' diaries, observation checklists and field notes kept by the researcher were also analyzed and recorded lessons in which global issues were integrated via classroom activities as videos were used for stimulated recall. The detailed results of the piloting were presented in Appendix A.

At the end of the piloting study, the teacher training program on GCE was revised in the areas of content of the training, time allocated for training, the materials and several changes were made regarding data collection instruments. Firstly, specific examples of teaching for each global theme were added in parallel with the units of the coursebook. Secondly, the time allocated for the training was eight weeks; however, in actual study, the training was accomplished in three weeks as intensive training because of time limitations of the teacher in summer period. Thirdly, materials were updated, some of them were eliminated since it was found out the content of the training includes too much familiar information for the participant teacher in the pilot study and new materials adapted from <https://www.oxfam.org.uk/education/classroom-resources/> focusing on the implementation of GCE were added to help teachers integrate them into their teaching. Lastly, some changes were made in data collection instruments. In piloting, the class observations were accomplished two times because of the time limitations. However, in actual study, the classes of one of the participant teachers were observed five times. Furthermore, some changes were made in post interview questions. In post-interviews, questions asking what they learned about GC, whether there are subjects related to GC learners wanted to learn, which activity or implementation they liked the most were eliminated as they were asked as guiding questions of student diaries. Instead of these questions, a more general question asking their thoughts about the integration of global issues in classroom activities was added.

According to the findings of piloting study, this qualitative study was designed as a case study aiming to explore potential reflections of an intensive three-week inservice teacher training on one participant teacher's practices, whether the integration of global issues into English Language classes will have any effects on the

perceptions of the participant students with regard to Global Citizenship (GC) and reveal the perceptions of the participant teacher regarding the main benefits and challenges of the implementation of such program. Actual implementation of the study was conducted during the fall term of 2022-2023 academic year. 8 inservice teachers (five female, three male L2 English teachers) participated in the training, but the data was collected from only one teacher and his classes. The details of the data collection process were presented in procedures section. The outcomes of the pilot study resulted in the elimination of certain timing for further exploration. It also gave the researcher insight into the necessary protocols and efficient methods for gathering data that would be most convenient for the subjects.

3.3 Research Design

This study was designed as a purely qualitative case study. In the literature, there are different descriptions of case study. A case study is an in-depth description and analysis of a particular event or limited system (Neuman, 2006). A case study is one in which a present phenomenon or event is examined in the context in which it occurs, in which the researcher has no control or influence on the events, and in which the researched phenomenon and the setting are clearly separate from one another. (Yin, 2003: 13-14).

Case studies typically focus on determining if a group of people's behaviour, a program or event that involved them, or both, over a lengthy period of time altered the outcome (Merriam, 1988; Yin, 1989, Creswell, 1994). In this context, an exploratory type of case study was operationalized in this study as it investigated 'how' and 'what' questions (Yin, 2009). It includes a description and exploration of the impact of the Inservice GC teacher training on one participant teacher's classroom practices, opinions and learner perceptions. The focus was on developing a thorough comprehension of the case. Because of that, there are no predetermined ideas or hypotheses (Miles & Huberman, 1994). This study is also a combination of the interpretive and descriptive case study since it is inductive in nature. After the data were analyzed, rich and thick descriptions appeared.

3.4 Setting and Participants

Convenience sampling was utilized to identify the participants and the research setting in this study. “A convenience sample is a group of individuals who (conveniently) are available for study” (Fraenkel, Wallen & Hyun, 2011, p. 91). In this regard, “the research participants are selected based on their ease of availability” (Given, 2008, p.124).

The participants included 1 EFL teacher and 48 Turkish EFL students enrolled at a K-12 high school. That EFL teacher was an inservice English language teacher working in İstanbul. The high school campus in İstanbul, Turkey was chosen as a setting for this research as it was conveniently accessible and allowed the researcher to observe the research process in detail. Student participants of the research consist of 24 grade 9 and 24 grade 10 learners who had had no trainings or lessons before. 9th graders and 10th graders having the Main Course and Skills Course varied in age from 14 to 15 years old. The grade 9 student participants’ English competence was B1+ level (CEFR) and English language level of grade 10 students was B2 level (CEFR) at the time of the study. The English lessons were offered 5 hours a week as 2 hours for Main Course, 2 hours for Skills and 1 hour for Academic Club. The teacher and student participants signed an informed consent form (Appendix B) to participate in the current study on a voluntary basis. The researcher got all the necessary permissions to conduct the research according to the institution’s regulations and during the GC teacher training, the researcher had also background knowledge concerning the students’ needs, interests, English proficiency levels, and their learning styles.

3.4.1 The role of the researcher. As the trainer of the GC inservice teacher training program, the researcher was also one of the participants in the current study. The researcher holds BA and MA degrees in English Language Education and currently doing her PhD in English Language Education as well. She has eight years of teaching experience and is currently employed as an EFL instructor at a state university. which led her to investigate reflections of Global Citizenship Teacher Training grounded on the United Nations Sustainable Development Goals (SDGs) on participant teacher’s practices, whether the integration of global issues into English Language classes will have any effects on the perceptions of the participant students with regard to Global Citizenship (GC) and reveal the perceptions of the participant

teacher regarding the main benefits and challenges of the implementation of such program. To equip herself with required knowledge and skills, she immersed herself in a wide variety of books and articles on integration of global issues into classes and GCE research. Her interest in promoting GCE in English classes through SDGs and findings from the piloting process inspired her to use this education as the foundation for her doctoral thesis and investigate the phenomena in great detail.

GC teacher training program in the current study may be regarded as demanding in terms of intensity because instructors were required to participate actively in the training program and one participant teacher was required to do classroom implementation about the integration of global issues in English lessons. The training provided teachers with a large number of practical classroom activities at all levels which aimed to raise teachers' awareness of the key role creativity plays in language education. These various tasks also require participant teachers to be savvy in the use of technology which is using technology in general (not specific to teaching and learning) and teacher educators in this field also need to have competencies for pedagogical and educational use of technology which are competencies in using technology for teaching and learning. Teachers must possess digital literacy in order to effectively manage the technology used in the classroom, which includes presenting news articles and displaying images, videos, and other media. It is evident that teachers' digital literacy has importance for GCE as it offers a framework to approach discussions and content critically. The researcher as the trainer of the GC teacher training played a crucial role in promoting the use of the technology as digital technologies are used to advance GCE. Teachers can act as mediators to support students who may or may not be encouraged to critically analyze a situation or issue by using digital tools.

3.5 Procedures

The procedures used to collect qualitative data to answer the research questions were carried out independently since purely qualitative case study design is employed in this study. After piloting the training and data collection instruments for the study, all the required application forms and documents were submitted to the Research Ethics Committees (REC) before the start of the research process. Additionally, specific permissions were taken from the institution in which the piloting and the

research were taken place. Followingly, the researcher briefly described the aim and procedures of the research to the participants, took their consent to participate in the study and started data collection process.

Actual implementation was carried out three months after the pilot study was completed due to the teachers' summer vacation and lasted for 13 weeks in total. In actual experimentation, with the help of the coordinator of foreign languages at the institution the research took place, 8 inservice voluntary teachers who were working at Middle and High School campuses of a private K-12 school in different cities (İstanbul, Kocaeli, Giresun, Ankara, Diyarbakır, Antalya, Gaziantep, İzmir) were determined and they participated in 3-week online intensive GC training. The characteristics of the participants are demonstrated in Table 3. Before the training was implemented, it was planned to gather data from the classes of two teachers in Kocaeli and İstanbul. However, the data was collected from only one participant teacher since the teacher in Kocaeli couldn't follow all of the training sessions and participated in only a few of them for a short time. Thus, the teacher in İstanbul and his 9 and 10 grader learners participated in the study as the school that participant teacher works was the only one school which is conveniently accessible for the researcher to observe the research process in detail. Pre semi-structured focus group interviews were conducted with 10 students of that participant teacher in İstanbul to explore learners' in-depth opinions on what GC is, qualities and characteristics of a global citizen, whether it is important and necessary to be a global citizen, whether they took GC training before and what they would like to know about GC before the implementation began. The researcher observed the participant teacher's classes five times, video recorded them, filled observation checklist forms and kept field notes to follow the challenges, drawbacks, and developments while employing GCED during the implementation process. The date and time of the observations were determined by the researcher and the teacher decided on which SDG he would integrate into the lesson and how to apply it considering the needs of their students and the objectives in the program of the Minister of Education. Before the observations, the teacher showed his plans to the researcher; thereby, the researcher was able to decide on the focus of the lesson to be observed. When the participant teacher started to integrate global issues into his English classes of 9 and 10 graders, students were instructed to keep diaries by answering some written guiding questions. After the treatment, post semi-structured interviews were conducted with 10 students to explore their perceptions on global

issues integrated English lessons process. After observations, the researcher and the participant teacher watched the recordings of the classes on Zoom and stimulated recall interviews were conducted.

All the data collection tools used to answer research questions and data analysis procedures applied to analyze the data are presented in Table 4.

Table 3

Characteristics of the Participants

Participant	Age	Teaching Experience	Experience Abroad	Educational Background	Previous Training	GC
1	43	20 years	None	ELT	No	
2	36	14 years	None	Other	No	
3	40	13 years	None	ELT	No	
4	35	11 years	3 years	Other	Yes	
5	32	9 years	None	Other	Yes	
6	42	20 years	None	ELT	No	
7	34	12 years	None	Other	No	
8	30	8 years	None	ELT	No	

Table 4
Overview of the Data Collection Instruments and Data Analysis Methods

Research Questions	Data Collection Tools	Data Analysis Methods
1. What are the perceptions of the participant teacher regarding the main benefits and challenges of the integration of global issues into classes?	Stimulated recall interviews with the participant teacher	Content Analysis
2. To what extent will the Global Citizenship Training program be reflected in participant teacher's practices?	Observation checklists, field notes kept by the researcher	Content Analysis
3. Is there be a difference in the perceptions of participant students regarding Global Citizenship after the integration of the global issues in their English classes?	Pre and post semi-structured focus group interviews with students	Content Analysis
4. What are the participant students' perceptions about the integration of the global issues in English classes?	Student diaries	Content Analysis
5. What are the perceptions of the researcher about the integration of the global issues in English classes?	Field notes kept by the researcher	Content Analysis

3.5.1 Data collection instruments. For the aims of this study, data were acquired using qualitative data collecting techniques, as this was a purely qualitative case study. Data was collected by means of various tools as listed in Table 2.

3.5.1.1 Stimulated recall interviews (SRIs). To identify the perceptions of participant teacher regarding the main benefits and challenges of the integration of global issues into classes, stimulated recall interviews were conducted. This data collection method involves the participant teacher being videotaped while performing their regular teaching activities, then showing them the videos of his own behavior (Nguyen, McFadden, Tangen & Beutel, 2013). In order to help the participant remember his ideas about events as they happened, the technique allows him to see himself in action. While there are many stimulated recall data collection methods, in this study video SRI technique was used. It is a research method in which participants see a video sequence of their behavior and are then asked to consider their decision-making during the event that was recorded (Nguyen, McFadden, Tangen & Beutel, 2013). In this study, during the observations of the participant teacher's classes, the researcher recorded the two classes five times for each class. After observations, 3 weeks were spared for the stimulated recall interviews and recordings of the classes were watched by the researcher and the participant teacher together on Zoom conference. The researcher stopped the recording time to time to ask questions like what his objectives in doing the activity, why he chose that activity, how he felt about students during the class and whether the students responded as he had expected. Additionally, the researcher asked about overall of the class as how the class went on, how he can use what worked well in the next class, if he could teach the same class again, what he would do differently and what areas he wanted to improve (Appendix C).

3.5.1.2 Observation checklists. To understand the effects and practical reflections of the integration of global issues into English classes, observation checklists were utilized. This classroom observation tool (Appendix D) is a component of a larger monitoring process for GCE contents, topics, and learning objectives that are presented in the classroom, as well as teaching methods, lesson materials, and evaluation. In the meantime of the observations of the participant teacher's two classes, the researcher filled observation checklists. The data gathered using this instrument

was supplemented with the data gathered using semi-structured focus group interviews and stimulated recall interviews in order to make the monitoring process more thorough.

3.5.1.3 Semi-structured interviews. In order to identify the students' in-depth insights on participating in global issues integrated English classes and determine whether their perceptions change regarding GC during the implementation period, semi-structured interviews (Merriam, 2009) or semi-standardized interviews (Lune & Berg, 2017) were conducted with 10 volunteer students in focus groups of 5 students at the beginning and the end of the study (Appendix E). Interviewing is an effective way to better understand educational and other important social issues through learning about the experiences of individuals whose lives reflect these issues (Seidman, 2013, p.8). A focus group is a group made up of people who have particular characteristics and who focus discussions on a particular issue or topic (Anderson, 1990, p. 241). It offers "a rich and comprehensive collection of information about people's perceptions, thoughts, feelings, and impressions in their own words (Stewart & Shamdasani, 1990, p. 140) and thereby enables researchers to obtain high-quality data within a social context (Patton, 2002).

Interviews were conducted in English, interview questions were designed as semi-structured and the students were asked six open-ended questions aiming to elicit their knowledge about GC and their previous experience about GC in pre-interviews. Since the researcher was open to new insights and opinions emerged during the interviewing process, students were also asked what they would like to learn about GC in implementation process. In post-interviews, 6 questions were asked to find out whether there is a difference in the perceptions of participant students regarding GC and the integration of the global issues in their English classes. In both pre and post-interviews, the learner participants were asked to define GC, to identify characteristics of a global citizen, to tell whether they regard themselves as global citizens or not and to tell whether being a global citizen is necessary or not. During the post-focus group interviews, in addition to the questions asked during the pre-interviews, the learners were also asked about their perceptions on the practices done during the implementation, to tell whether these activities impacted their attitudes in daily life or

had any effect on their perceptions regarding GC, etc. and their positive or negative comments on the integration (Appendix F).

Semi-structured face to face interviews took around 30 to 40 minutes and were audio-recorded, and participants were informed about the audio-recording prior to the interviews. In order to provide the right environment and prevent any intrusion, the interviews were conducted in one of the classes during class time. For improved comprehension and clarification, the researcher included more details where necessary and reworded the questions. The researcher then completed the transcription of the interviews.

3.5.1.4 Student diaries. With the purpose of understanding more about the situation under review (Merriam, 2009, p. 149) and to detect the major challenges, drawbacks, advantages students faced with and find out their perceptions on the integration of the global issues into their English classes, 48 students kept diaries during the implementation process. As 20 students didn't write anything on diaries, 28 students' diaries were analyzed. In this regard, through their written reflections, which were derived from their responses to nine pre-determined guiding questions, the students' development in their attitudes about GC and their concepts about this integration were investigated and extended. (Appendix G). These questions specifically sought for students' perceptions on activities used during implementation including collaborative work, their awareness of SDGs and their integration into their classes.

3.5.1.5 Field notes. To explore the perceptions of the trainer on the integration of the global issues in English classes, field notes were used. Since field notes allow for the enhancement of data and the creation of a rich environment for analysis, they are regarded as a crucial component of qualitative research (Creswell, 2013; Patton, 2002). When utilized in educational settings, they generally refer to brief descriptions in the form of notes of important events that occur during the lesson (Richards & Farrell, 2005, p. 89). Grounded on these, the researcher (also the trainer of the GC teacher training program) kept field notes during the observations of each class in order to express her perceptions on the main benefits and challenges of the implementation of the GC integrated English lessons. Besides, the researcher supported the field notes

with the stimulated recall interviews of recorded classes with the participant teacher which were taken after the observations.

3.5.2 Data analysis procedures. In this section, qualitative data analysis techniques used in the present study were presented in detail. To analyze the collected data from previously mentioned instruments qualitative methods were utilized in the present study.

Qualitative data is analysed inductively and deductively (Patton, 2002). When conducting an inductive analysis, conclusions are drawn from the data as the researcher identifies patterns, themes, and categories. To give meaning to the data, the researcher arranges and examines it (Hatch, 2002). On the other hand, in deductive analysis, the researcher analyzes the data using an existing framework. In this study, inductive approaches were used to analyse the data.

Multiple methods of qualitative data collection tools including pre and post interviews with students, student diaries, observations, stimulated recall interviews with the participant teacher and fieldnotes were analyzed by content analysis which refers to “a research method for subjectively interpreting the content of textual data through a systematic process of coding classification and identifying themes or patterns” (Hsieh & Shannon, 2005, p. 1278). According to Elo and Kyngäs (2008), content analysis depends on three phases including preparation, organizing, and reporting as presented in Figure 7 and the same process was followed in the current study.

Preparation

Being immersed in the data and obtaining the sense of whole, selecting the unit of analysis, deciding on the analysis of manifest content or latent content.

Organising

Open coding and creating categories, grouping codes under higher order headings, formulating a general description of the research topic through generating categories and subcategories as abstracting.

Reporting

Reporting the analysing process and the results through models, conceptual systems, conceptual map or categories, and a story line.

Figure 7. Analysis phases and their descriptions on content analysis (Elo & Kyngäs, 2008, p. 110)

As for the analysis of the data, coding which is a crucial component of content analysis and referring to the procedures the researcher uses to locate, group, and organize the ideas, concepts, and categories found in the data (Given, 2008, p. 85) was used. Accordingly, in the present study, raw data obtained through qualitative methods were analyzed by means of open coding which refers to “the process of breaking down, examining, comparing, conceptualizing, and categorizing the data” (Kvale & Brinkman, 2009, p.202). The coding process of this study started by transcribing the recordings of the interviews into textual form as Dörnyei (2007) suggested. The recordings were transcribed by the researcher herself. Then, all of the data gathered via field notes, interview transcripts and student diaries was organized by removing irrelevant information. Recurrent themes and patterns were found by reading and re-reading the transcribed materials and the other collected data. Subsequently, the information was categorized according to themes and displayed in tables to illustrate relevant data. Subsequently, observation checklists which constituted a framework for observations were examined and interpreted regarding the areas that the researcher looked at while observing and the sections in which statements were responded to. These areas were school setting, classroom setting, learning objectives, content, teaching approaches, materials. To make it more comprehensive, the data collected through this instrument was combined with the ones collected through the interviews,

student diaries and field notes. Lastly, the goals of the study were taken into consideration while analyzing and interpreting the results.

3.5.3 GC Teacher Training. The Inset designed as an 16-hour training which consists of both theory and practice was spread through three weeks, approximately six hours each week in actual implementation. In each week, the researcher met the participant teachers online two or three days. The online-synchronized lessons lasted for two hours and accomplished on Google Meet. The Inset training on GC aimed to enable participant teachers to gain knowledge with regard to GC, GCE and SDGs and their integration into ELT and it was developed based on the insights gathered from the piloting study. The focused global themes in the training (Figure 7) were the same as in the piloting, however, the content of the training was shaped regarding the teachers' needs and new suggested possible practices were provided to teachers through adaptability to a situation to make them connect knowledge learned in the training to the real class environment. Thus, they had opportunities to reflect and examine their experiences. Moreover, follow-up monitoring and on-going support were facilitated by the researcher. During the training, in each reflection and discussion session, the teachers examined their coursebooks, thought about how they could link GC to the English topics and what strategies or activities they could use considering their students' profile, needs and levels. The details of the training are reflected below.

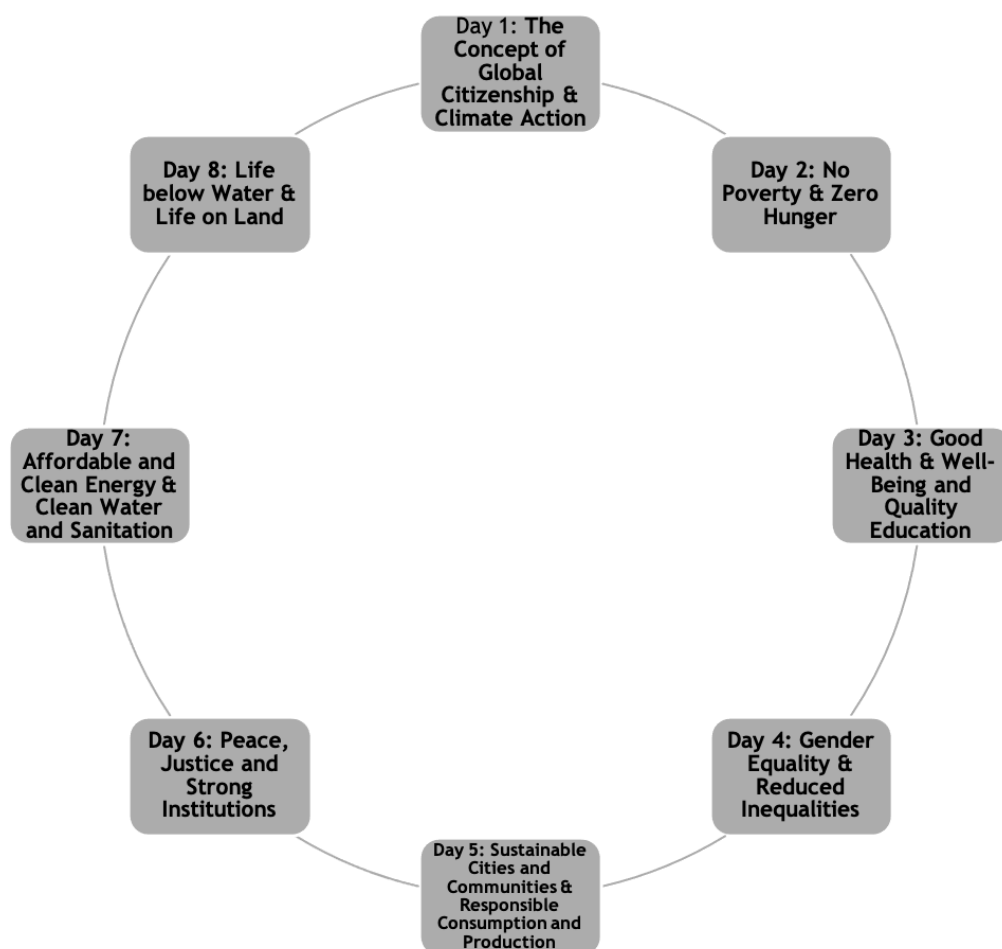


Figure 8. Themes of the training.

For the purpose of the present research, fourteen sustainable development goals were integrated into eight sessions lasting 120 minutes. Initially, during the first ten minutes, teachers were asked whether they have prior knowledge about the goal. In the following twenty minutes, they were asked to read the introduction sections given in the chapters and reflect on the presented information with regard to a specific goal. For the last thirty minutes, the activities related to the goal which consisted of sections as follows: aims, language focus, SGD focus, creative focus, preparation, procedure, follow-up, and additional resources if any were presented by the researcher one by one and finally a discussion took part in order to share opinions and suggest better alternatives. The same procedure repeated for the other SDG in that week. Each session focused on two sustainable development goals and to eliminate possible problems that may come up, the researcher limited the age of the learners to 14-15 (9th or 10th graders), and their proficiency level was regarded as B1+ and B2.

Table 5 represents the sample of timing followed during-120 minute sessions in the training:

Table 5

Timing Followed During 120-Minute Sessions

Procedure	Time	The objectives
Introduction, Warm-up	10 minutes	To activate the participant teachers' background knowledge about the first SDG of the day
Reflection on the chapter	20 minutes	To reflect on the presented information in the chapter regarding the first goal
Activity Analysis, Discussion and Practice	30 minutes	To make the teachers familiar with the activities with regard to the integration of the first goal of the day into ELT
Introduction, Warm-up	10 minutes	To activate the participant teachers' background knowledge about the second SDG of the day
Reflection on the chapter	20 minutes	To reflect on the presented information in the chapter regarding the second goal
Activity Analysis, Discussion and Practice	30 minutes	To make the teachers familiar with the activities with regard to the integration of the second goal of the day into ELT

The content of the training is reflected below. The details regarding activity analysis of sample activities were presented in Appendix H.

Week 1

Day 1 (22.08.2022): The Concept of Global Citizenship & Climate Action. The aim of the first day was to familiarize participating teachers with GC, GCE and SDGs and focus on teaching practices regarding the SDG ‘Climate Action’. In the beginning, the details of the training had been discussed. Firstly, the researcher made a presentation about the content of the training, duration and schedule. Secondly, materials were provided participant teachers would use and refer to throughout the implementation process. Thirdly, they were informed about the activities and how they would use them.

The researcher introduced the qualities of global citizens, the relevance of GC to English language and how foreign language teachers can promote global citizenship by using powerpoint presentation. The definitions, aim, content, materials and suggested resources regarding GCE were provided. To familiarize the teacher with the SDGs, a chart for SDGs (Figure 9) was demonstrated. During the presentation, the researcher made them watch a video explaining SDGs and Oxfam’s framework on Global Citizenship (Figure 9) was introduced. Following the presentation, the trainees were encouraged to share their ideas about whether the concept of global citizenship explicitly stated in the coursebook, which theme(s) are easier/harder to be included explicitly and which theme(s) are easier/harder to be adapted in an English coursebook regarding Oxfam’s framework. Additionally, a lesson plan template was provided to guide them when planning GCE lessons.

In the second half of the first day, the participant teachers were asked to read a text titled “*Take urgent action to combat climate change and its impacts* (Theologidou, 2017)” on the powerpoint presentation the researcher prepared and reflect on the text by asking the questions such as “What is the goal?”, “How can we achieve this?” What can we as teachers do about that?. The chapter aimed to raise their awareness about the negative impact human action has had on the climate. Then a set of activities presented with aims, language focus, SGD focus, creative focus, preparation, procedure, follow-up, and additional resources were introduced. After that, the session for activity analysis started. During the session, the participant teachers and the researcher went

over the suggested activities. As the activities were suitable for adapting to language learners having different ages and language levels, it enabled the participant teachers to have a chance to see how they can implement them in their classes. Besides, teachers tried to find the best activities and ways to integrate global issues into their classes considering functions, language skills and learning outcomes of their curriculum.



Figure 9. Sustainable development goals (Maley & Peachey (2017)).

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

Figure 10. Oxfam's framework on global citizenship. Retrieved on August 15, 2022 from https://oxfamlibrary.openrepository.com/bitstream/handle/10546/620105/edu-global_citizenship-teacher-guide-091115-en.pdf?sequence=9&isAllowed=y

Day 2 (23.08.2022): No Poverty & Zero Hunger. The aim of the second day was to raise the awareness of the phenomenon of poverty on the globe and food issues relating to hunger, malnutrition. In the first half of the second day, the participant teachers were requested to read and reflect on the chapter entitled with “*End poverty*

in all its forms everywhere (Zabor-Zakowska, 2017, pp. 21-28)” introducing facts about the goal “*End Poverty*”. After that, the sustainable development goals report 2021 regarding the goal (Figure 10) was shown and teachers reflected on it. Followingly, the activities aiming to raise the awareness of the phenomenon of poverty were presented and it was followed by discussion and analysis of the activities.

In the second hour of that day, the importance of eliminating poverty and hunger was explained via the chapter entitled “*End hunger, achieve food security and improved nutrition and promote sustainable agriculture* (Linda Ruas, 2017, pp. 29-39)”. The goal ‘Zero Hunger’ was introduced by the researcher and the participant teachers discussed about what can be done to achieve that goal in the classrooms. Then, the sustainable development goals report 2021 (Figure 11) was shown and teachers reflected on it. Later, suggested activities regarding the goal were displayed. Finally, the teachers worked in groups and they were asked to find a related unit in their coursebooks in which they can integrate either one of the goals and explain the details of implementation.



Figure 11. The sustainable development goals report 2021. Retrieved on August 15, 2022 from <https://unstats.un.org/sdgs/report/2021/The-Sustainable-Development-Goals-Report-2021.pdf>.



Figure 12. The sustainable development goals report 2021. Retrieved on August 15, 2022 from <https://unstats.un.org/sdgs/report/2021/The-Sustainable-Development-Goals-Report-2021.pdf>.

Week 2

Day 3 (29.08.2022): Good Health & Well-being and Quality Education. The first half of the third day was allotted to creating awareness about healthy lives and to raising consciousness about promoting well-being for everyone of all ages. The text titled “*Ensure healthy lives and promote well-being for all at all ages* (Flores, 2017)” was read by the participant teachers and whether that goal is achievable or not in their classes was discussed. Afterwards, the report in Figure 13 was shown and sample classroom practices were presented by the researcher. Following that, the teachers were asked to reflect on the activities by expressing whether these are suitable for their learners’ levels and interests. Moreover, they worked on how they could integrate that goal into their lessons by using their yearly plans. The teachers teaching EFL to the same graders worked in groups collaboratively when planning their lessons. They proposed different ways to integrate that goal into their classes such as designing infographics to illustrate some of the facts and figures they find on the Internet.

The second half of that day focused on making teachers familiar with why we need to ensure inclusive and quality education. Teachers all read the “*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* (Xerri, 2017)” and discussed it by mentioning their ideas about how to make this goal achievable and promote lifelong learning. Then, a video in which Nations-UNICEF’s Associate Director of Education Jo Bourne talk (Figure 14) which is about what progress has been achieved in the past 15 years on access to education, why this goal is important not just for children and young people, and how quality education benefits societies as a whole was watched by the teachers. After that, they reflected on a quotation “Education is about more than literacy and numeracy – it is also about citizenry. education must fully assume its central role in helping people to forge more just, peaceful and tolerant societies.” which is about education by former UN secretary-general, Ban Ki-Moon and what education means to them. After the introduction of the goal, practical activities regarding the goal were presented by the researcher and the teachers went through the same process as they did in lesson planning. They gained the necessary knowledge from their readings and tried to incorporate global issues into their L2 English lessons considering the target language objectives, materials to cover these objectives, and their students’ needs. Each teacher in groups presented his/her colleagues their plans.

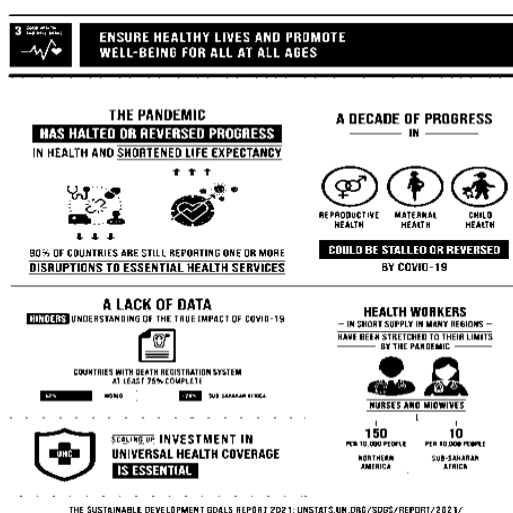


Figure 13. The sustainable development goals report 2021. Retrieved on August 15, 2022 from <https://unstats.un.org/sdgs/report/2021/The-Sustainable-Development-Goals-Report-2021.pdf>.



Figure 14. A video clip about the sustainable development goals explained-quality education. Retrieved on August 17, 2022 from <https://www.youtube.com/watch?v=j65FEmRHTzk>.

Day 4 (31.08.2022): Gender Equality & Reduced Inequalities. In the first half of day four, teachers were informed about gender equality after reading the chapter titled “*Achieve gender equality and empower all women and girls* (Prior & Woodward, 2017)”. Followingly, the researcher asked “What can we as English teachers do?” and participant teachers suggested some ways such as how they can make sure that the physical organization of the class and students is fairly distributed between female and male students, ensure that questions, answers and correction policies are balanced and fair, ensure that the amount of ‘air time’ they give to each student is fairly distributed between female and male students, ensure balance in the lesson topics they choose, the materials and processes they use, their use of language, the target language they choose to teach (e.g. the ‘unisex’ pronoun ‘they’, gender-neutral job titles) and their attitudes towards students. Then, practices in which students can increase their awareness of their gender assumption were presented.

In the second half of day four, the focus was on raising awareness about the varied and widespread nature of inequality. Therefore, teachers were requested to read the text entitled “*Reduce inequality within and among countries* (Maley, 2017)” and reflected on how they can as educators raise awareness of the issues around inequality.

Then activities which aim to make students aware of the huge discrepancies between very rich and very poor people were presented by the researcher and analysed with regard to their practicality by participant teachers. At the end of the session, the teachers went through the same process as they did in lesson planning in previous weeks. At that time, they worked individually and presented their plans to their colleagues and got feedback.

Day 5 (02.09.2022): Sustainable Cities and Communities & Responsible Consumption and Production. The aim of the fifth day's was on raising awareness of environmental and sustainability issues. The text titled "*Make cities and human settlements inclusive, safe, resilient and sustainable* (Brennan, 2017)" was read by participants in the beginning. After that, implementations in which learners can present innovative ideas and solutions to problems related to sustainable urban development were introduced by the researcher. Then the participant teachers and the researcher discussed the ways to help students engage with the issues of sustainable development.

In the second half of the fifth day, the participant teachers read "*Ensure sustainable consumption and production patterns* (Katona & Tartsay, 2017)" which aims to highlight the importance of sustainability in production and consumption. After the introduction of the goal, they were asked what kinds of teaching methods teachers of English as a foreign language can use to integrate this goal into the English classroom to promote an understanding of the global environmental threats of the 21st century. Then, tasks that focus on limiting the use of natural resources while simultaneously increasing the efficiency of production of goods and services were presented by the researcher and the participant teachers tried to make lesson plans benefiting from them.

Week 3

Day 6 (05.09.2022): Peace, Justice and Strong Institution. On the sixth day of the training, the focus was on peace, justice and strong institution. To introduce teachers the importance of strong institutions and treatment of human beings irrespective of race, they were requested to read "*Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels* (Duriga, 2017)". After reflection on the chapter, the tasks which focus on one of the most important speeches

in history and how powerful a child's voice can be in the fight for fundamental human rights were introduced and they discussed the implementation of the tasks in their classes.

Day 7 (06.09.2022): Affordable and Clean Energy & Clean Water and Sanitation. In the first half of day seven, the goal 'Affordable and Clean Energy' was introduced by making teachers read "*Ensure access to affordable, reliable, sustainable and modern energy for all (Wade, 2017)*". This goal focused on the access to affordable, reliable, sustainable and modern energy for everyone on our planet and related the activities were shown. Followingly, the participant teachers were asked to discuss whether these activities can make the problems real for students, they can grasp their importance and understand the difficulties countries, companies and people are currently facing. The participant teachers expressed their ideas about the implementation of them.

In the second half of seventh session, the goal 'Clean Water and Sanitation' was introduced and teachers read the text "*Ensure availability and sustainable management of water and sanitation for all (Too, 2017)*". Afterwards, they reflected on the chapter by discussing how they can raise awareness about human rights issues in accessing clean water and sanitation. Then, the activities aiming to generate awareness and engage the students with everyday reality were presented to participant teachers. In the end of the session, these activities' adaptability to different levels of proficiency and applicability were analyzed by the participant teachers.

Day 8 (07.09.2022): Life Below Water & Life on Land. On the eighth day, introduction of the goal 'Life below Water' was conducted by making participant teachers read the text "*Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss (Papalazarou, 2017)*" and they reflected on the goal by discussing what can be done to raise learners' awareness of the value of the ocean and how marine life suffers through overfishing. Then, tasks that may develop students' understanding of the value of oceans and seas were introduced. Later, the participant teachers analysed the tasks in terms of their creativity and practicality.

In the second half of the same day, the participant teachers read the text titled “*Conserve and sustainably use the oceans, seas and marine resources for sustainable development* (Hadfield & Hadfield, 2017)” to gain some ideas on how they can promote the importance of protecting natural environments and endangered species in the English classroom. Then, practices that can make students familiarise with the goal were presented. These activities were analyzed regarding the target language objectives, materials to cover these objectives, and their students’ needs.

As this week was the week of the training, the teachers were asked to reflect on the process of the training and share if there were areas that needed clarification regarding GC training and the implementation process. As the Inset was delivered in a limited time, the teachers encouraged to get into contact with the researcher at any time if needed.

3.5.4 Trustworthiness in qualitative data. According to Lincoln and Guba (1985), credibility, transferability, dependability, and confirmability are essential elements of trustworthiness in qualitative research. To accomplish credibility, Lincoln and Guba (1985) claimed some methods could be applied to address credibility such as prolonged engagement, persistent observation, data collection triangulation, peer debriefing, member checking.

In this study, the credibility was established by several ways. In terms of prolonged engagement, the researcher spent enough time getting to know the environment and context and maintained a sustained interaction with the participants, The researcher had a thorough awareness of the characteristics of the participants and the institution. Because of her background and experience, she was able to understand the context's reality and that of the participants.

Regarding persistent observation, the researcher had an opportunity to discover and concentrate on pertinent subjects under study. In addition to that, triangulation was administered by means of using different data collection tools such as interviews, student diaries, observation checklists, field notes and stimulated recall interviews to gather information on a subject that is different yet complementary (Morse, 1991, p. 122). To test the findings and interpretations with the participants, member checking

which is “the process of continuous, informal testing of information by soliciting reactions of respondents to the investigator’s reconstruction of what he or she has been told or otherwise found out” (Schwandt, Lincoln & Guba, 2007 p. 19) was completed after the data collection process of stimulated recall data. The participant teacher was requested to read the entire transcriptions after the stimulated recall interviews to make sure he accurately conveyed what he had to say and what he truly meant as suggested by Nguyen (2014). Thus, the participant had a chance to verify the accuracy of his answers. Additionally, peer debriefing was maintained as an external check for the researcher on the study process of understanding whether or not the findings are grounded by the data and the inferences and themes are appropriate. (Jeanfreau & Jack, 2010).

Transferability is the ability to generalize an investigation, and it can be accomplished by giving detailed explanations so that the findings can be transferred to the sites of the researchers who are looking for them (Lincoln & Guba, 1985). In this study, for outsiders, other researchers, and practitioners in related EFL situations who are willing to reproduce the study, both the experiences and behaviors as well as the context were explained in detail using thick description.

3.6 Ethical Considerations

With the aim of conducting an ethical study, ethical issues including reciprocity, confidentiality, anonymity were addressed in various ways. First, the researcher obtained permission to carry out the study in Uğur Schools through negotiations with the vice principal, the coordinator for foreign languages, and the head of the department of middle and high school English language teaching. Second, Ethical Approval was taken from both Bahçeşehir University Board of Scientific Research and Publishing (Appendix I). Third, voluntary participation consent form was given to both teachers and students who participated in the study. They read, asked questions, accepted the process, and signed the form prior to the study. Prior to the study, they read, inquired about, accepted, and signed the form. The research's objectives, methods, expectations of the subjects, confidentiality concerns, and volunteering-related issues are all covered in the consent forms. All participants knew that they were free to leave the study at any moment without penalty.

Confidentiality was ensured by preventing participants and the documents they prepare from being discovered by others. The digital versions of the data were kept in secure files while the paper versions were locked away.

Different measures of anonymity were taken during the research. During the interviews, student and teacher participants were not asked to reveal their names. Although the researcher knew each participant's identity, she protected their names in the study. Thereby, pseudonyms were used to conceal the identities of the participants.

3.7 Limitations

In this research, the data was triangulated by means of different qualitative data collection tools including interviews, observations, student diaries, field notes and stimulated recall interviews. It must be acknowledged that the research nevertheless had potential limits that were impossible to prevent because the data was only acquired through qualitative data collecting methods, even though the data was extensively evaluated through several analysis procedures.

The other limitation of the study was the sample size of the teacher participants. As aforementioned in this study, eight participant teachers took the GC training and two participant teachers were planned to be observed during the data collection process but one of them couldn't participate in the training. More trustworthy, credible and generalizable results could be obtained with a larger sample size.

Chapter 4

Findings

4.1 Introduction

In this chapter, the obtained findings of the study will be presented in accordance with the research questions. First, the findings of the perceptions of the participant teacher regarding the main benefits and challenges of the integration of global issues into classes are presented. Second, the findings for the potential reflections of GC training in the participant teacher's practices are indicated. Third, the findings regarding whether there is a difference in the perceptions of participant students regarding GC and the integration of the global issues in their English classes are provided. Fourth, the findings for the students' perceptions about the integration of the global issues in English classes are presented. Fifth, the findings about the perceptions of the researcher about the integration of the global issues in English classes are shown.

4.2 Research Question 1: What are the perceptions of the participant teacher regarding the main benefits and challenges of the integration of global issues into classes?

In order to find out the perceptions of the participant teacher regarding the main benefits and challenges of the integration of global issues into classes, stimulated recall interviews were used and analyzed by means of content analysis. The videos recorded during the observations were used as the stimulus for the recall and the verbal reports produced during the recall sessions with the participant teacher were utilised. Two major themes and their sub-themes were identified from the data. Table 6 shows the major themes and sub-themes reflecting the participant teacher's overall evaluation including his perceptions about the implementation.

Table 6

Participant Teacher's Perceptions Regarding the Integration of Global Issues into Classes

Themes	Major themes	Sub-themes
Perceived benefits regarding the integration of global issues into classes	The role of the participant teacher Arousal of curiosity Collaboration Adaptation of activities	Awareness raising Body language Comparison and contrast Visual aids Cooperation Personalization Self-reflection
Challenges regarding the integration of global issues into classes	Peer learning Lesson organization Duration	Enhanced consciousness

4.2.1. Perceived benefits regarding the integration of global issues into classes. When the participant teacher was asked to what his strengths were, how he evaluate himself as a teacher in his practice, whether he felt that he was successful in meeting the objectives of the lesson and what worked well in the lessons, it was found out that he mentioned his role in raising awareness, arousing curiosity, collaboration of learners, his adaptation of the GC related activities and peer learning among students.

4.2.1.1 Theme 1: The role of the participant teacher. When the participant teacher was asked whether he was successful in meeting the objectives of the lessons and what worked well, he reported he could meet the objectives of the lessons by raising awareness of the learners regarding SDGs. He also indicated the teacher has crucial role in raising awareness of learners.

4.2.1.1.1 Sub-theme 1: Awareness raising. When the participant teacher was requested to tell what made this classes different from others, he described his students as highly aware and conscious of global issues and problems even before the integration. Thanks to the implementation, he stated learners raised their awareness more as reflected in the quote below:

“The students of the observed classes were already highly aware of the local, national and global issues. Their consciousness was above standards before the implementation. And the integration of the issues made them more aware of the term GC and global issues. I believe I met the objectives of the lessons and learners’ reaction were as I expected during the implementation. I also think I managed the process well.”

4.2.1.2 Theme 2: Arousal of curiosity. When the participant teacher was asked what he remember about his classes, what he learned from these classes and how he feel about his students during the classes, he indicated he succeeded to arouse curiosity of his learners by using gestures, mimics, comparison and contrast, visual aids.

4.2.1.2.1 Sub-theme 1: Body language. The participant teacher stated he realized he used body language a lot while watching the recorded videos and this made learners curious about the content more as reflected in the following excerpt:

“I realized now I use my gestures, mimics a lot in the classes and these helped learnes become more curious about the content. I think these have positive effects on learners when I want to take their attention to some points.”

4.2.1.2.2 Sub-theme 2: Comparison and contrast. The participant teacher was asked why he decided to start the activities with comparing two things generally, he reported he tried to make students have positive feelings towards the lessons and help them take away value at the end of the classes. The following excerpt shows his reflections:

“I really like comparing things I would like to explain with other opposite things during the lessons. I believe it makes the topic attractive, striking and interesting for students. Comparing and contrasting also make the topic clear and flashback effect for learners. That’s why, I generally choose warm-up activities including comparison and contrast. For me, learners’ having positive

attitudes towards the class and take away value at the end of the class were really crucial. So, teacher guidance has great significance.”

4.2.1.2.3 Sub-theme 3: Visual aids. When the participant teacher was asked whether he modeled the thing he wanted to, he responded he did that by using visual materials. He also indicated he often uses visual aids in his classes as can be seen in the excerpt below:

“In my opinion, using visual aids really help learners make connections between pictures and the content of the class. For example, first I showed some pictures of some parts in İstanbul which have the highest skyscrapers in Europe to make learners see how urbanization leads to climate action. This is also what I generally do in my classes. Sometimes during reading activities, I show pictures related to the topic and turn that into a discussion activity. By this way, I help them think outside the box and the activity become more engaging.”

4.2.1.3 Theme 3: Collaboration. The participant teacher mentioned one of his strengths is to make learners collaborate in the activities. He said he wanted to give the message ‘We can succeed together’ while the learners were trying to find solutions to global problems. So, the sub-theme of ‘cooperation of learners’ emerged.

4.2.1.3.1 Sub-theme 1: Cooperation. The participant teacher put emphasis on encouragement of learners in solving global problems by means of collaboration and cooperation. He indicated it is better for learners to cooperate and collaborate while coming up with solutions for global problems. It encourages them not to be hopeless about the future as reflected in the following quote:

“Not to lose their hope and make them desperate, I wanted to give the message ‘We can succeed if we cooperate and collaborate’ in the classes especially for solving the global problems. Because of that, I made them work in the groups and having roles in dialogues and conversations.”

4.2.1.4 Theme 4: Adaptation of activities. When the participant teacher was asked what he would have done the same way, he said he would have adapted the activities according to his learners’ needs and interests again. Under this theme, two sub-themes emerged as personalization and self-reflection of learners.

4.2.1.4.1 Sub-theme 1: Personalization. The participant teacher mentioned he prefer to start the lessons with personalized warm up questions. The excerpt below show this clearly:

“I mostly start with personalization activities to check my learners’ background knowledge regarding the topic. For instance, for the goal of good health and well being, I began by asking them to classify the snacks they eat as healthy or unhealthy. By this way, I saw how much they know healthy or unhealthy food.”

4.2.1.4.2 Sub-theme 2: Self-reflection. The participant teacher also indicated he adapted some activities the researcher presented in GC training to his classes. He stated he realized adaptation helped learners make self-reflection as evident in the following quote:

“I have good relationships with my learners. Thus, I managed to integrate most of SDGs into my classes. Thanks to my classroom experience, I can arrange activities which appeal to learners’ interests. Learners also had a chance to reflect on themselves. I realized they are more aware and knowledgeable than I expected. I am satisfied with their classroom participation.”

4.2.1.5 Theme 5: Peer learning. The participant teacher stated learners gain knowledge from their partners and learn from group members while administering the classroom practices.

4.2.1.5.1 Sub-theme 1: Enhanced consciousness. Teacher participant reported students who are knowledgeable and conscious about global themes contribute the other students and enhanced their consciousness as in the quotation below:

“I felt pleased when I saw knowledgeable and conscious students contributed the others who aren’t aware of global issues while facilitating, pair and group works.”

4.2.2. Challenges regarding the integration of global issues into classes. When the participant teacher was asked whether he could teach the same class again, what he would do differently, what areas he wanted to improve and how he might do that, he mentioned organization and duration of the lessons.

4.2.2.1 Theme 1: Organization of the lesson. The participant teacher indicated he would plan the lesson based on activities including more visualization and mind map. He also mentioned some SDGs didn't appeal to learners, it would have been better if he chose different goal as stated below:

“I would organize the lessons consisting of mind map practices and I would benefit from visual aids more. Moreover, the activity related to the sustainable development goal ‘Affordable and clean energy’ didn't appeal to the learners in my class. Instead of it, I would choose to focus on another goal.”

4.2.2.2 Theme 2: Duration. The teacher participant reported the limited time as a drawback of the implementation process. The excerpt below shows this finding.

“I wished I had an opportunity to spare more than 40 minutes for some activities. Also, keeping diaries took too much time for learners. If they didn't have to do this after each implementation, maybe I could do more engaging practices.”

4.3 Research Question 2: To what extent will the GC training program be reflected in participant teacher's practices?

To answer the second research question, observation checklists were filled and field notes were kept by the researcher while observing one of the participant teachers' two classes five times. The classroom observation tool which was adopted from Operti, Kang and Magni (2018) was used to monitor the process of GCE implementation. Therefore, in this study both structured observations in which certain areas are predetermined to be observed and unstructured observations in which the observer takes field notes were adopted. Observation checklists were analyzed regarding the contents, topics and learning objectives that are delivered in the classroom during the monitoring process and other related areas which checklist statements were about and were taken into consideration while carrying out the observations. These are as follows: school and classroom setting, learning objectives, skills focused in the activity, content, types of activities, teaching approaches, materials and assessment.

4.3.1 Observation 1: Good Health and Well-being & Climate Action. In the first observation, the teacher followed a lesson plan which covers the coursebook unit called ‘About us’ in the syllabus and integrates the sustainable goal ‘Good Health and

Well-being' into his lesson. The aim of the lesson was to promote healthy eating habits by having the students arrange the food into healthy and not-so-healthy choices. The participant teacher started to introduce the topic by asking the students what types of snacks they eat and wrote them on the board. Then, he wrote two columns headed 'Healthy' and 'Unhealthy' and asked students to classify the words on the board. The students discussed about whether bitter chocolate and cereal were healthy or unhealthy ones. After that activity, the teacher distributed a 'Healthy eating quiz' in Figure 15 and gave them five to ten minutes to answer. When they finished, asked them to check their score. Next, the teacher handed out the Food list worksheet in Figure 16 and made sure students know the vocabulary. At the end of the class, learners kept diaries by answering guiding questions.

Materials – Worksheet 1: Healthy eating quiz

Circle the best answer for each of the questions.	
1. In one day, how many servings of fruit do you eat? a) None b) One c) Two or more	6. How many vegetables or salad do you eat in a day? a) None b) One to three c) Four or more
2. What do you usually eat for breakfast? a) I don't eat breakfast b) Something quick like cereal or doughnut c) A hot breakfast with eggs, milk or oatmeal	7. How many times a week do you eat in a fast-food restaurant (pizza, burgers, tacos)? a) Three or more b) One to two c) None
3. What do you usually eat for supper or dinner? a) I don't eat dinner b) Something quick like cereal or bread, pizza or burgers c) Usually meat, fish or chicken, salad or pasta	8. What do you usually drink with your food? a) Soda, juice or Kool-Aid b) Natural fruit drinks with sugar (lemonade or tea) c) Water
4. When do you usually have your last meal of the day? a) 30 minutes or less before bedtime b) One hour before bedtime c) Two or more hours before bedtime	9. How many sugary drinks do you drink in a day (soda, juice)? a) Three or more a day b) One or two a day c) None
5. How many snacks (potato chips, cookies, candy, chocolate) do you eat in a day? a) Four or more a day b) Two to three a day c) One or none a day	
Now count your points! You have 1 point for each letter a), 2 points for each letter b), and 3 points for letter c). Results: 9–15 points: Your eating habits are unhealthy. - You need to start eating more fruits and vegetables and drink water with your meals. - Also, change your snacks for fruits, yogurt and nuts. 16–21 points: Good! You are on your way to eating healthily. - Keep up the good work and work on your water intake. 22–27 points: Your eating habits are healthy. - Congratulations!	

Figure 15. Healthy eating quiz. Adapted from Maley & Peachey (2017).

Worksheet 2: Traffic light worksheet

Green They are healthy. You should eat	Yellow You should eat these in moderation	Red Try to avoid as much as possible

Food list		
Eggs Soft drinks Doughnuts Cake Soup Spaghetti Tea Cereal Chicken Hamburger Chicken wings Chocolate Beans Peas Green beans Squash Celery Avocado Cucumbers	Honey Hot cakes Cupcakes Pecans Almonds Whole milk 1% milk Bacon Turkey Butter Ice cream Apples Yogurt Gorditas Quesadillas Nachos Tortillas Flour tortillas Chips	Cookies Steak Fries Fish Salmon Carrots Tomatoes Potatoes Salad Lettuce Cheese Rice Wheat bread White bread Garlic Onion Popcorn Ham Candy

Figure 16. Food list worksheet. Adapted from Maley & Peachey (2017).

In tenth graders' class, as that week seemed 'Reinforcement Week' when previous grammar points were revised, the teacher followed a lesson plan which integrates the sustainable goal 'Climate Action' and the focus was on city-related vocabulary and environmental problems. The aim was to raise students' awareness of the environmental problems their city faces. The teacher wrote the name of the city they live which is İstanbul on the board and asked students to brainstorm the negative and positive words that they associated with their city. The students proposed traffic, hospitality, fun, population, refugees, pollution, corruption. After that, the teacher showed pictures of different areas of İstanbul on smartboard, made them guess which area it is and asked students to notice any similarities/differences between the pictures. Followingly, he handed out charts which is about suggestions of how their city could be improved and gave them some time to fill. Then, he divided the class into groups environmentalists, designers and citizens and explained each group's role. They

worked with their team and wrote their ideas about making our city a more eco-friendly place on the a worksheet in Figure 17. Then whole class discussion happened about the activity. Their suggestions were building more railways to encourage people to use public transportation, planting more trees, stopping people from coming to İstanbul, planting green areas. At the end of the class, learners kept diaries by answering guiding questions.

Materials
Worksheet 1: Stepping into action
 How do you think our city could become a greener place to live? Fill in the chart with your suggestions.

Traffic (numbers of cars/buses)	Green areas	Buildings	Transport

You're a member of each one of the following groups. Work with your team and try to come up with ideas about making our city a more eco-friendly place.

Architects – Engineers
Ideas for eco-friendly buildings/sustainable transportation

Environmentalists
Ways to create more green areas

Citizens
Spreading the message – raising people's awareness

Figure 17. Worksheet for suggestions to make a city greener place. Adapted from Maley & Peachey (2017).

4.3.1.1 Classroom setting. Under this category, different dimensions regarding physical attributes of classroom, classroom atmosphere, involvement of learners, how physical aspects affected content delivery and interactions between class members were noted by the researcher during the observation. It was found out a secure and supportive environment was established in the classroom so students could learn by communicating with each other in a supportive manner. The teacher and students managed their behaviors in a way that learning can be fruitful. As for the physical attributes, classroom environment including decorations, posters, maps, etc. reflected global dimensions and there are spaces where students could get together for GCED related activities. Moreover, the teacher involved all students actively in classroom learning activities.

4.3.1.2 Learning objectives. GCE concepts which are the goals ‘Good Health’ and ‘Climate Action’ were clearly included during the class. Students were introduced as many different foods as possible to make them place into three categories according to how healthy they are for our bodies. Also, the activity which is related to ‘Climate Action’ raised students’ awareness of the environmental problems their city faces and learners were introduced to the process of designing sustainable environments.

4.3.1.3 Skills focused in the activities. When the observation of the lesson in which the goal ‘Good Health’ was integrated was analyzed, it was revealed that the teacher mostly practised learners’ speaking skills for the integration of the goal. The activity accomplished during the class introduced and reviewed vocabulary related to food. It also promoted creativity by having the students arrange the food into healthy and not-so-healthy choices.

The analysis of the observation and field notes of tenth graders’ lesson regarding the goal ‘Climate Action’ showed the teacher helped students practise their speaking and writing skills and use topic-related vocabulary by focusing on the process of designing sustainable environments. The teacher promoted these skills by encouraging learners to join class discussions and group works.

4.3.1.4 Content. When the GCE aspects in the lesson questions, discussions were observed, it was found out that GCE was clearly defined, the content connected the local dimension with the global. Climate change, biodiversity, sustainable development were presented during the lesson. Additionally, self and others and community were addressed.

4.3.1.5 Types of activities. Teacher’s preference of activities were mainly based on activities that support learning for visual learners, kinesthetic learners who prefer moving, doing and for auditory learners who are fond of having roles in working as groups.

4.3.1.6 Teaching approaches. The field notes kept by the researcher and observation of the lessons indicated that the activities fostered dialogue among students, students were given opportunities to participate, talk and engage in discussions during the lesson, they interacted with each other via group work activities.

4.3.1.7 Materials/Teaching aids. There were enough teaching and learning resources available during the lesson appropriate for learners having different learning styles. Materials such as quizzes, sheets, digital pictures that were colorful and motivating were used to foster students' understanding of the content.

4.3.1.8 Assessment. Assessment practices were accomplished in the classroom after each activity. They showed their understanding of the content through their engagement in activities and discussions, they presented positive attitudes toward the integration of GC during the lesson.

4.3.2 Observation 2: Gender Equality & Reduced Inequalities. On the second day of the observation period, the unit was 'Friendship' which covers adjectives of personality and the teacher followed a lesson plan in which the goal 'Gender Equality' was integrated in his class of ninth graders. He started the lesson with the whole class brainstorming. The teacher wrote some job titles on the board such as policeman, waitress, fireman, actress and businessman and said 'There is a problem with these job titles'. Students tried to understand what the common point of these titles is. One of them said 'They are job titles for only men or for only women'. Then the teacher asked whether there are more sexist job titles which are marked as female or male they know. Several students added some sexist job titles and the teacher wrote them on the board too. After that, he asked the students whether women work in the police, put out fires, fly aeroplanes and whether men work as nurses and midwives. Since most of the answers were yes, the teacher grouped the learners, asked how they can change the job titles into neutral ones which are appropriate for both genders. Next, they completed the chart in Figure 18, they compared and discussed their answers as a whole class. At the end of the class, learners kept diaries by answering guiding questions.

Sexist job title	Neutral job title
policeman	
salesman	
actress	
postman	
fireman	
stewardess	
waitress	
chairman	
businessman	

Figure 18. Worksheet for job titles. Adapted from Maley & Peachey (2017).

In tenth graders' class, the unit was 'Communication' and the researcher and the teacher agreed to make a lesson plan which aims to make students aware of the big discrepancies between very rich by and very poor people by focusing on excessively unfair distribution of income and wealth. Therefore, the goal 'Reduced Inequalities' was integrated, the teacher started the lesson with asking whether the learners were familiar with the terms 'Purchasing Power Parity' and 'Gross Domestic Products'. They discussed about these terms and the teacher showed some statistics illustrating average earnings of professions about countries around the world on the smartboard to make them see the big gap between the rich and the poor. Then he asked whether the learners think there is a gap between the jobs in Turkey. They brainstormed about that topic and asked students to make a list of jobs they think valuable to society on the worksheet in Figure 19. They worked in groups and shared their lists. After that, they exchanged their list with other groups and ranked the items on their new lists of jobs in the order of importance. To try to elicit the salaries of the most highly ranked occupations, the teacher conducted a class discussion using some leading questions like 'How much does a nurse earn?'. Next, the teacher asked them to think what would happen if these people were not there to provide these essential services by letting them write down some ideas using the second conditional: e.g. 'If we did not have train drivers, ...' Lastly, a whole-class report-back session was achieved and learners kept diaries by answering guiding questions at the end of the lesson.

Worksheet 1: Professions

Name of job/profession	Ranking in importance 1 = least, 5 = most

Figure 19. Worksheet for professions. Adapted from Maley & Peachey (2017).

4.3.2.1 Classroom setting. The existence of smartboards in the classes made students and the teacher benefit from visual aids on the Internet. A secure and encouraging learning environment that supports student growth in the classroom was created by the teacher.

4.3.2.2 Learning objectives. The focus of the class in which ‘Gender Equality’ goal was integrated was on gender-neutral job titles and the aim was to foster awareness of gendered language and teach and elicit different ways to avoid it. The focus of the goal ‘Reduced Inequalities’ integrated class was on excessively unfair distribution of income and wealth. The aims of that lesson were to make students aware of the gross discrepancies between very rich and very poor people, to help them think about money in relation to value and how unfair wages contribute to decline in public services.

4.3.2.3 Skills focused in the activities. In ninth graders’ class, gender equality related activities gave students strategies for using gender-neutral language. The teacher focused on speaking activities during the class. In tenth graders’ class, the language focus was on comparative adjectives, vocabulary associated with jobs/professions, giving reasons for an opinion, second conditional. The teacher conducted speaking and writing activities.

4.3.2.4 Content. When the GCE aspects in the lesson were observed, it was concluded that global inequality and gender equality were presented during the lessons. In addition to that, discrimination was addressed in the activities.

4.3.2.5 Types of activities. Teacher's preference of activities were mainly based on activities that support learning for visual learners and for auditory learners who are fond of having roles in working as groups.

4.3.2.6 Teaching approaches. The field notes kept by the researcher and observation of the lessons showed the activities encouraged students to engage in current and future actions at the global level. Students were given opportunities to participate, talk and engage in activities during the lesson and had a chance to interact among each other.

4.3.2.7 Materials/Teaching aids. Learning resources which are activity sheets, visual materials reflect the content of the sustainable development goals integrated into classes.

4.3.2.8 Assessment. Assessment practices were applied in the classroom throughout the lesson. Peers were responsible for each other's assessment and were also responsible for his/her own assessment. Each student was responsible for his/her own assessment.

4.3.3 Observation 3: Sustainable Cities and Communities & Peace, Justice and Strong Institutions. In the third observation, in that week, learners were on the unit 'Migration'. To be parallel with the theme of the unit, the teacher preferred to conduct a task related to the goal 'Sustainable Cities and Communities' while covering the unit's theme. To introduce the topic of sustainable development and to raise learners' awareness of the issue, at the top of the board the teacher wrote Istanbul and underneath it, he wrote '+' and '-' and asked the students to brainstorm in groups the positives and negatives of life in Istanbul. As a whole-class activity, he asked the students to put into sentences the ideas they have come up with and he wrote them such as 'Diseases spread quicklier' and 'There's too much pollution.' as negative sides and 'There are too many transportation options' and 'There lots of places to go' as positive sides. After that, he grouped the students and requested them to come up with

some possible solutions for how some of these problems could be solved. Next, a representative from each group then presented their ideas to the class. Lastly, the class watched a video about how a Brazilian city has revolutionized urban planning (Figure 20), teacher stopped and asked some questions like ‘Do you know what these houses are?’ and they reflected their ideas on the video content. At the end of the lesson, learners kept diaries by answering guiding questions.



Figure 20. How a Brazilian city has revolutionized urban planning. Retrieved from <https://youtu.be/hRD3l3rlMpo>.

In 10th graders’ class, the goal ‘Peace, Justice and Strong Institution’ was integrated into English lessons by means of an activity which aims to ensure inclusive quality education for all, achieve gender equality and address injustice around the world. The lesson started with an introduction of Malala Youfzai who is a Pakistani female education activist. The teacher gave some information about her by saying that she is the youngest winner of the Nobel Peace Prize and she was actually shot because of her advocacy of education for all. Then, the teacher played a video of Malala’s United Nations speech in 2013, distributed worksheets and asked students to make notes on Worksheet in Figure 21. After that, he discussed possible answers as a class and wrote Malala’s words ‘Let us pick up our books and our pens. They are our most powerful weapons. One child, one teacher, one book, and one pen can change the world.’ on the board. For that quote, he conducted a whole class discussion and asked the class to identify situations that affect either them personally or the entire world.

Lastly, the teacher showed a website on which there is a timeline of Malala’s life and work: <https://www.malala.org/malalas-story>. At the end of the lesson, learners kept diaries by answering guiding questions.

Materials
Worksheet 1

1. Who does Malala speak for?	
2. Why does she mention Martin Luther King and other authority figures?	
3. What has made her adopt the philosophy of non-violence?	
4. How does she connect education to peace?	
5. What other countries does Malala speak about and why?	
6. What is the main message of her speech to the world and its leaders?	

Figure 21. Worksheet adapted from Maley and Peachey (2017).

4.3.3.1 Classroom setting By the help of smartboards in the classes, students were able to watch the videos during the observation. Also, the class size was very suitable for both individual and group work. Most of the students actively engaged in classroom learning activities. Class climate was stimulating as it was a positive classroom atmosphere in which students participate in classroom learning activities.

4.3.3.2 Learning objectives. The aim of the class in which ‘Sustainable Cities and Communities’ goal was integrated was to introduce sustainable cities regarding innovative ideas and solutions to problems concerning sustainable urban development. The focus of the goal ‘Peace, Justice and Strong Institutions’ integrated class was on raising awareness of how powerful a child’s voice can be in the fight for fundamental human rights and the need for young people to be proactive in addressing areas of injustice in the world.

4.3.3.3 Skills focused in the activities. In ninth graders’ class, learners practised in writing sentences and gave information on environmental issues by promoting their creative problem-solving. In tenth graders’ class, the teacher acted as

prompter and facilitator of creative ideas by encouraging students to come up with their own ways.

4.3.3.4 Content. The themes of the third observation were sustainable development, human rights, peace building. Additionally, prevention of violence, democratic values and empathy were addressed in the activities.

4.3.3.5 Types of activities. The activities were mostly based on speaking and writing.

4.3.3.6 Teaching approaches. Students preferred mostly to stay silent and were not highly motivated during the third observation when they had chance to participate. Maybe it was because that week was exam week. That's why, the teacher spoke for the majority of the class.

4.3.3.7 Materials/Teaching aids. Worksheet and youtube videos were used as materials. These learning resources were effectively used to foster learners' understanding of the focused SDGs.

4.3.3.8 Assessment. Assessment took place at the end of the lesson. Teacher was responsible for students' assessment.

4.3.4 Observation 4: No Poverty. In the lesson of 9th graders, earthquake drill occurred, so I didn't have a chance to observe that class on that day.

In 10th graders' class, the unit was 'A Better World' and the theme was world resources. Therefore, the goal 'No poverty' was integrated into the lesson and a task aiming to raise the students' awareness of poverty. The teacher started the lesson by citing Mahatma Gandhi: 'Earth provides enough to satisfy every man's need but not every man's greed.' The teacher let them guess who said that and asked them what 'greed' is. He explained that word and what students reflected on Gandhi's quote was discussed as a class by answering the question 'What was his message? What did he want to say?'. Then he started a class discussing by asking:

Is there a balance between the rich and the poor?

What can/can't you buy to feel rich?

After discussion, the teacher explained how important the issue of inequality on Earth became and how we should take part in bringing hope to people in need. Lastly, he assigned students to create a poster (Figure 22) about words and phrases related to the goal 'No Poverty'. At the end of the lesson, learners kept diaries by answering guiding questions.



Figure 22. Poster about the goal 'No Poverty'.

4.3.4.1 Classroom setting. Physical attributes of classroom provided areas for learners to get together for designing assigned posters. Classroom atmosphere, involvement of learners, physical aspects affected content delivery and interactions between class members positively as teachers and students respected one other, communicated with each other in a supportive way.

4.3.4.2 Learning objectives. The aim of the class to raise the awareness of the phenomenon of poverty on the globe, to research new ways to shape learners' empathy and sensitivity to other people's needs.

4.3.4.3 Skills focused in the activities. Learners generated lots of ideas to facilitate fluency, flexibility and originality of thinking and tried to create a poster after the class.

4.3.4.4 Content. The theme of the fourth observation was global poverty. Empathy was also addressed.

4.3.4.5 Types of activities. The activities were mostly based on speaking and writing.

4.3.4.6 Teaching approaches. Students interacted each other while creating the poster and that activity motivated them to engage in future actions regarding that goal at the global level.

4.3.4.7 Materials/Teaching aids. There were enough teaching and learning resources available during the lesson.

4.3.4.8 Assessment. Teacher and peers were responsible for students' assessment. Assessment practices were applied during and after the class.

4.3.5 Observation 5: Zero Hunger & Affordable and Clean Energy. In the lesson of 9th graders, the goal 'Zero Hunger' was integrated into an activity which was accomplished in tenth graders' class in previous observation. The teacher wrote 'Earth provides enough to satisfy every man's need but not every man's greed.' on the board and asked 'Can you guess the word 'greed'? by giving an example of a sentence in which the word 'greed' was used. Then, he said that is a saying by a famous legendary Indian leader and students said 'Mahatma Gandhi'. Upon this, he gave short information about his leaving India and he asked what he meant in his saying and what his message was. He elicited the answers and he explained what he meant. After that he asked the questions below to conduct class discussion:

Is there a balance between the poor and the rich? Is there a fair share around the world?

The most of the students answered 'No'. They said there was underpaid people. The teacher asked what about countries was by saying:

Compare a baby that is from Kenya and an American baby? Are they the same? What are the differences you can spot?

The learners said there were differences in terms of human resources and social status. Next, he asked:

Is there a continent you can associate with poverty?

The learners said nothing and the teacher answered himself as 'Africa'. After that, he said now I will ask interesting questions and he asked:

What can you buy to feel rich?

What can/can't you buy to feel rich?

The class responded these differently and teacher made them watch the video about Gandhi's life, his ideas against injustice and discussed what they watched. At the end of the lesson, learners kept diaries by answering guiding questions.

In 10th graders' class, the unit of that week was 'Our Future' and the teacher decided to choose to integrate the goal 'Affordable and Clean Energy' by implementing a task which aims to make learners understand the importance of reliable energy. Firstly, learners watched a TED video regarding sustainable energy in Figure 23 and brainstormed on it by answering the questions:

Do we need to take an action for that?

What are the things we can change in our daily life? e.g. using energy-efficient bulbs, solar heating panels.

What can we do to prevent climate crisis?

Then, as working in groups, they tried to find solutions to the city problems below (Figure 24) and the teacher asked students to share their suggestion with the others. At the end of the lesson, learners kept diaries by answering guiding questions.



Figure 23. TED video regarding sustainable energy retrieved from <https://www.youtube.com/watch?v=QQodNgmfojc>.

Problems
1. The power station is hit by lightning and stops working.
2. Demand exceeds supply by 300% due to the World Cup final.
3. Many customers complain about your high prices and refuse to pay.
4. There is a protest outside the power plant by Greenpeace about your pollution of the air and water.
5. Your new president urges you to invest in sustainable energy but it will be expensive.
6. A cyclone arrives and damages the solar hot-water panels on 50% of local houses.
7. An explosion in the town centre cuts off the power.
8. A new competitor suddenly offers 30% cheaper prices.
9. Inspectors visit your plant and report that it is too old and needs updating.
10. There is an accident and the local river is polluted.

Figure 24. Worksheet adapted from Maley and Peachey (2017).

4.3.5.1 Classroom setting. The classroom atmosphere was safe and stimulating in terms of classroom management, engagement and motivation of the learners. The class was so well-managed that learning was productive and promoted. The teacher tried to involve all students actively in classroom learning activities.

4.3.5.2 Learning objectives. The aim of the class was to raise the awareness of the phenomenon of poverty on the globe and to tackle a variety of unanticipated challenges, quickly brainstorm and select appropriate solutions by making suggestions.

4.3.5.3 Skills focused in the activities. Ninth graders generated lots of ideas by facilitating thinking and tried to create a poster after the class. Tenth graders focused on problem-solving related to reliable, sustainable, affordable and modern power supply, brainstorming ideas and reaching agreement, critically comparing and contrasting solutions.

4.3.5.4 Content. The themes of the fourth observation were zero hunger, affordable and clean energy. Global inequality, solidarity, self and other and climate change were also presented in the activities. Students showed their understanding of the content of the classes through their engagement in activities.

4.3.5.5 Types of activities. The activities were mostly based on speaking and writing.

4.3.5.6 Teaching approaches. The activities encouraged learners to engage in current and future actions at the global level as the activities have the aim of raising awareness about two SDGs and they had opportunities to participate, talk and engage in discussions during the lessons.

4.3.5.7 Materials/Teaching aids. Learning materials (worksheets, videos) reflect GCE content and were used to promote learners' understanding of two goals integrated.

4.3.5.8 Assessment. Assessment practices were applied throughout the lesson and the activities required individual participation. Thereby, each student was responsible for his/her own assessment since there was no pair or group work done.

4.4 Research Question 3: Is there be a difference in the perceptions of participant students regarding Global Citizenship after being exposed to the GCE in their English classes?

To answer the third research question, semi-structured interview questions were asked to the 10 participating students in focus groups of 5 before and after the implementation process and the interview data were analyzed by means of content analysis. The findings of the third research question aimed to explore learners'

conceptualization of GC before and after the integration of global issues and perceptions regarding the integration of the global issues in their English classes.

4.4.1 Learners' expectations regarding GC (pre interviews). Four students commented on that issue by expressing their ideas about what they would like to learn regarding GC. Table 7 shows major themes and sub-themes presenting learners' expectations regarding GC before the implementation.

Table 7

Learners' Expectations Regarding GC Before the Implementation

	Major themes	Sub-themes
Learners' expectations regarding GC	Education	Environmental education
	Projects	Global issues
	Actions in daily routine	

4.4.1.1 Theme 1: Education. Two students reported they would like to be educated. One mentioned s/he expected to have environmental education and the other said s/he wanted to be educated for finding a job in the future. The excerpts below reflect this finding:

“In most of the European countries like Germany, Austria, students are given environmental education. Maybe we should be like them.” (Participant 3, September 2022)

“I really want to further my education in this area to look for a job in the future.” (Participant 9, September 2022)

4.4.1.2 Theme 2: Projects. One student indicated projects including themes of global warming, energy, protecting animals should be conducted as in the following statements:

“We need to work on projects on global warming, energy, protecting animals to make the future better for everyone.” (Participant 8, September 2022)

4.4.1.3 Theme 3: Actions in daily routine. One learner said s/he wondered if there was something to be changed in people’s daily life to be global citizen. The statements below present the finding:

“Maybe we can learn small changes in our behaviours such as recycling or saving water at home to be helpful in saving the planet. I think it contributes.”
(Participant 5, September 2022)

4.4.2 Definition of GC (pre interviews). The data coming from the second interview question was analysed and coded. After the analysis, two major themes with certain sub-themes emerged. Table 8 shows two major themes and sub-themes reflecting learners’ definitions of GC before the implementation.

Table 8

Learners’ Definitions of GC Before the Implementation

	Major themes	Sub-themes
Definitions of GC	Conceptualization of GC	Being aware of global issues
	Perspectives regarding GC	Environmental issues
		Concern for the refugees
		Local concerns

4.4.2.1 Theme 1: Conceptualization of GC. The data coming from pre-interviews showed that learners had difficulty in defining GC. The majority of them couldn’t describe it. One of them indicated he has heard the term GC but he had no background knowledge and experience on it in the following quote:

“I heard once about it. I don't have much information. I just heard from the news. I think it's BBC or something else.” (Participant 2, September 2022)

4.4.2.1.1 Sub-theme 1: Being aware of global issues. One of them made the definition of GC as being aware of what’s going around the world in the following excerpt.

“Maybe it is being aware of everything going on in the world.” (Participant 3, September 2022)

4.4.2.2 Theme 2: Perspectives regarding GC. On the other hand, three of the students were found out to be aware of what GC concept is as they pointed out what came to their minds when I said GC.

4.4.2.2.1 Sub-theme 1: Environmental issues. One of them mentioned big global problems that concern the people around the world and trying to solve them as indicated in the following quotes:

“I think it is related to some environmental issues like the ice issue in Antarctica. For example icebergs are melting because of global warming.”
(Participant 4, September 2022)

4.4.2.2.2 Sub-theme 2: Concern for the refugees. One of them reported refugee problems came to his mind when he thought the concept ‘GC’ in the following quote:

“There are also refugee problems and some problems in Afghanistan.”
(Participant 5, September 2022)

4.4.2.2.3 Sub-theme 3: Local concerns. One of the students reported he didn’t believe in what his friends said about GC and why he thought so, he responded by stating these problems concern local people:

“I don't believe in this. They say there is a problem in Afghanistan and it is about global citizenship. I don’t think someone from Europe or America should think or do something about this problem in Afghanistan. It's the problem of Afghan people or the surrounding countries. It's not up to some countries like Germany, the United States, Britain.” (Participant 6, September 2022)

4.4.3 Definition of GC (post interviews). During the post-interviews, when students were asked about how they defined GC, the majority of the participants (6 out of 10) focused on essential features of being a global citizen while one of them defined it irrelevantly. After the analysis of the data coming from the first interview question in the post interviews, two major themes with some sub-themes emerged. Table 9 shows two major themes and sub-themes reflecting learners’ definitions of GC after the implementation.

Table 9

Learners' Definitions of GC After the Implementation

	Major themes	Sub-themes
Definitions of GC	Understanding GC	Awareness raising
	Features of being a global citizen	Self and others
		Community aspect of identity
		Problem solving

4.4.3.1 Theme 1: Understanding GC.

4.4.3.1.1 Sub-theme 1: Awareness raising. One of the participants stated she understood GCE as a way of raising awareness what was happening around the world via expressing that:

“The concept is related to being aware of the events happening in the world.”
(Participant 1, December 2022)

4.4.3.2 Theme 2: Features of being a global citizen. Six of the participants indicated qualities of global citizens such as being the best version of themselves in society, being helpful and focusing on global problems and trying to find solutions for them and considering everybody equal.

4.4.3.2.1 Sub-theme 1: Self and others. One learner associated the concept of GC with being helpful to others and seeing people as equal as indicated in the following quotes:

“Being a global citizen requires to be the best version in society and aware of every problem around the world” (Participant 9, December 2022)

“Being helpful is a necessity to be a global.” (Participant 10, December 2022)

4.4.3.2.2 Sub-theme 2: Community aspect of identity. One learner participant mentioned about equality in the following quote:

“For me, being a global citizen is considering everybody equal.” (Participant 8, December 2022)

One learner participant made an irrelevant definition of GC in the excerpt below:

“Being a global citizen is being able to go abroad without a visa.” (Participant 2, December 2022)

4.4.3.2.3 Sub-theme 3: Problem-solving. One of the participants reported bringing solutions to real life problems as follows:

“Global citizens have the ability to find solutions for global problems.” (Participant 3, December 2022)

In line with these comments, it was found out students gained awareness and knowledge about GC and they had positive attitudes towards this.

4.4.4 Characteristics of a global citizen (pre interviews). During both of the pre and post focus groups, the learners were asked to identify the characteristics of a global citizen. Many of the participants (6 out of 10) mentioned characteristics of being a global citizen such as being friendly, respectful, open, positive while four of them reported qualities of a global citizen has as having good education, being knowledgeable, aware of world events. After the analysis of the data coming from the second interview question in the post interviews, two major themes with some sub-themes emerged. Table 10 shows two major themes and sub-themes regarding learners’ descriptions about characteristics of a global citizen before the implementation.

Table 10

Learners’ Descriptions About Characteristics of A Global Citizen Before the Implementation

	Major themes	Sub-themes
Characteristics of a global citizen	Characteristic features	Sincerity Respect Open-mindedness Positive thinking

Table 10 (cont.d)

Major themes			Sub-themes
Qualities of global citizens	of	global	Good education
			Following trends
			Multilingualism

4.4.4.1 Theme 1: Characteristic features. The majority of the participants (6 out of 10) mentioned characteristics of being a global citizen such as being friendly, respectful, open, positive.

4.4.4.1.1 Sub-theme 1: Sincerity. One participant associated being a global citizen with being friendly in the following statement:

“Global citizens should be friendly and have sincere relationships with others.”
(Participant 2, September 2022)

4.4.4.1.2 Sub-theme 2: Respect. Two said one of the characteristics of global citizens is respectfulness as in the following excerpts:

“They should be respectful to other cultures and other people. And they need to be also helpful.” (Participant 1, September 2022)

“Well, they should be very respectful to everyone.” (Participant 3, September 2022)

4.4.4.1.3 Sub-theme 3: Open-mindedness: Two learners indicated open-mindedness is key feature of global citizens as reflected in the following excerpts:

“Well, they should be more open in business. Good, being open, yeah. Like experience in multiple areas instead of one. Maybe for more chances of, well, business, I guess.” (Participant 9, September 2022)

“They should be open to every idea.” (Participant 7, September 2022)

4.4.4.1.4 Sub-theme 4: Positive thinking. One participant mentioned being positive when asked to identify characteristics of a global citizen in the excerpt below:

“In my opinion, to be a global citizen, we must be positive about our behaviours, attitudes and approaches to the events happening around us. We need to look at the negative things from our positive perspective.” (Participant 5, September 2022)

4.4.4.2 Theme 2: Qualities of global citizens. Four participants mentioned about qualities of being a global citizen as having an education, getting more knowledge, being aware of what’s going around the world and being able to speak more than one language.

4.4.4.2.1 Sub-theme 1: Good education. Two participants reported global citizens should be educated well as in the following statements:

“They should be highly educated like businessmen with good education, have good lives, good expectation for the future, I think we should put global citizenship at the center.” (Participant 4, September 2022)

“They should use the opportunity to take education at different places.” (Participant 6, September 2022)

4.4.4.2.2 Sub-theme 2: Following trends. One learner stated being informed about the trends around the world is one of the characteristics of global citizens. The excerpt below demonstrates this:

“They should be aware of the things that are going around the world. They should read and they should search something to be aware of their surroundings, the conflicts between important countries and know what to do.” (Participant 8, September 2022)

4.4.4.2.3 Sub-theme 3: Multilingualism. One learner mentioned one other characteristic feature of global citizens is being multilingual as in the excerpt below:

“They need be able to speak multiple languages.” (Participant 10, September 2022)

4.4.5 Characteristics of a global citizen (post interviews). In post interviews, the majority reported (7 out of 10) characteristic features of global citizens in a similar way of they did in the pre interviews. Three learners expressed qualities of being a global citizenship as logical thinking, having good communication skills, feeling responsible for doing something.

4.4.5.1 Theme 1: Characteristic features. Seven learners defined characteristic features of global citizens as being helpful, brave, open-minded, easy-going, problem solving, trustworthy, hardworking and smart. The excerpts below reflect the findings:

“I think everyone cannot be global citizen but you don't need to be very rich for that. You can recycle plastic and you can be helpful to homeless people. Okay, being helpful, right, maybe is one of the characteristics. But being helpful and being open-minded maybe.” (Participant 3, December 2022)

“I think global citizens need to have empathy to other people.” (Participant 6, December 2022)

“They should be helpful and friendly.” (Participant 3, December 2022)

“They should be brave.” (Participant 1, December 2022)

“They should be open minded.” (Participant 2, December 2022)

“They should be easily going in communication with other people.” (Participant 5, December 2022)

“They should be hardworking.” (Participant 10, December 2022)

4.4.5.2 Theme 2: Qualities of being a global citizen. Three learners expressed qualities of being a global citizenship as logical thinking, having good communication skills, feeling responsible for doing something. The quotes below present the findings:

“Maybe feeling responsible for doing something can be also one of the characteristics.” (Participant 8, December 2022)

“They should think logically.” (Participant 4, December 2022)

“They should have good communication skills.” (Participant 9, December 2022)

4.4.6 Seeing self as a global citizen (pre interviews). During both of the pre and post focus groups, the learners were asked to whether they thought themselves as global citizens. None of them said ‘Yes’ in pre interviews. All the interviewees said ‘No’. When they were asked the reasons why they didn’t think they weren’t global citizens, they indicated they need more experience, progress and information for that. Also one learner indicated didn’t believe in th concept. Table 11 shows three major themes and sub-themes reflecting the reasons why learners thought themselves as not global citizens.

Table 11

The Reasons of Learners’ Not Seeing Themselves as Global Citizens Before the Implementation

	Major themes	Sub-themes
Seeing Self as a Global Citizen	Lack of action	Need of more experience
		Need of progress
	Lack of education	Need of more knowledge
	Lack of belief in the concept	Unwillingness for being one

4.4.6.1 Theme 1: Lack of action. Three students stated they don’t act as global citizens because they are in need of more experience and progress as in the following statements.

4.4.6.1.1 Sub-theme 1: Need of more experience. The first reason why two learners didn’t position themselves as global citizens is they need more experience. The quotes below reflect this:

“Well, in our state, no. I think we just need more experience to go and make progress to be global citizens.” (Participant 5, September 2022).

“It’s only a small part of some groups and they are trying to do something, they are trying to solve global problems. But in our context, I feel I need to be experienced in these issues.” (Participant 7, September 2022)

4.4.6.1.2 Sub-theme 2: Need of progress. One learner reported s/he had ideas in his or her mind about how to be a global citizen. However, s/he said s/he didn’t progress in taking part in action:

“I think I can be, but I'm not, because I have some ideas, but I don't have a process. I'm not too much, but I want to be. Like, if we just say, I am, I am, but we need to see progress, we need to see people's happiness, we need to see the world is coming to peace.” (Participant 6, September 2022)

4.4.6.2 Theme 2: Lack of education. Four students indicated they didn’t feel themselves as global citizens because they need to gain more knowledge about it.

4.4.6.2.1 Sub-theme 1: Need of more knowledge. The following excerpts present how they explained why they didn’t see themselves:

“Not too much. Because we don't have enough information about being a global citizen. Teachers don't teach the true information in our schools. Or like something we must learn from the internet. They teach in the middle school, but they don't teach us.” (Participant 2, September 2022)

“Look, we're not that aware of the problems that are going on. We don't really know much. We're doing MUNs (Model United Nations), so we are kind of into this stuff, but a lot of our friends, a lot of them, don't know about anything.” (Participant 3, September 2022)

“I don’t think I am a global citizen and the others because the some other parts of the society are not doing anything since they don’t know anything regarding GC.” (Participant 1, September 2022)

“Most of the teenagers like us don’t have enough information, so they don’t teach them. If they know, probably they can work on it.” (Participant 5,

September 2022)

4.4.6.3 Theme 3: Lack of belief in the concept. Two students mentioned they didn't believe in the concept GC and how unnecessary it is to deal with such things in the following quotes:

"I don't think I am. I also find found dealing with the global issues is unnecessary. I live in a certain area, certain country. I don't think I should say something about someone's idea from other side of the world or country. But I can't say the same for Syria or Turkey or any country in Middle East." (Participant 10, September 2022)

"So I don't believe in this concept at all. I don't care about it because I just don't want to be a global citizen for no reasons." (Participant 4, September 2022)

4.4.7 Seeing self as a global citizen (post interviews). In the post interview, most (6 out of 10) of the participants stated they weren't global citizens for some reasons.

4.4.7.1 Theme 1: Not being informed. Four learners directly stated they were not aware of every event happening in other countries as follows:

"Not that much. Well, being aware of everything. I don't think that I'm a global citizen. It's like being aware of everything. You know, you should know that everything that UN does, but they do everything with committees and they just split it, but you can't do it and you have to know everything to be a global citizen." (Participant 8, December 2022)

"You have to know everything that UN tries to find solutions and not only UN, but every country, every government. (Participant 2, December 2022)

"All of the people don't know global problems. There is an education problem in Afghanistan. So if you don't know that, you can't be a global citizen. You have to be aware of that. Women can't go to school right now in Sudan, and you should be aware of this issue." (Participant 1, December 2022)

“There’re a lot of problems in Africa. They are against human rights but most of the people, most of the Europe and Asia don't know about it. Most of them don't even know the names of the countries.” (Participant 5, December 2022)

4.4.7.2 Theme 2: Lack of training. One participant student indicated GC should be trained in schools more as in the following quote:

“We were familiar with the term thanks to MUNs. Last time we attended an environmental community, there are like seven people in this classroom. There are many high schools where it wasn’t even mentioned.” (Participant 3, December 2022)

4.4.7.3 Theme 3: Lack of action. One participant expressed s/he didn’t take part in required actions,

“I don’t take action, do something. I want to be a global citizen but I don’t do something else. I’m not that active compared to a group of students.” (Participant 7, December 2022)

4.4.8 The necessity and importance of being a global citizen (pre interviews). During the pre and post interviews, the learners were asked to tell their ideas about whether it is a must or important to be a global citizen. In pre interviews, five learners stated it is important but not a must for several reasons. One mentioned it is a must because being a global citizen provides some opportunities. Table 12 shows major themes and sub-themes presenting the necessity and importance of being a global citizen before the implementation.

Table 12

The Necessity and Importance of Being a Global Citizen Before the Implementation

	Major themes	Sub-themes
The necessity and importance of being a global citizen	It is important but not necessary	Benefits
		Suggestions
	It is a must	Opportunities

4.4.8.1 Theme 1: *Being a global citizen is important but not necessary.* Five learners expressed being a global citizen is important but not necessary. They thought it had some benefits and they made some suggestions in the interview about educating people to make them global citizens as they found it crucial.

4.4.8.1.1 Sub-theme 1: *Benefits:* Three students indicated they found being a global citizen is important because it provides people some advantages like travelling other countries easily, being aware of the world and making the world a better place as in the following statements:

“I mean, it's not a must, but it's really important and has some really important advantages. Like, everything becomes easier, like travel and stuff like that. Sure, it's not like I had a visa, it's time. No, it's not like that, but the travel is easier. We don't have the most strongest passport, and we can't probably travel to many countries if you don't have important stuff. Okay. But being a global citizen makes it easier for a lot of areas.” (Participant 2, September 2022)

“I think it is important to just be aware of the world we are living in. Ok.” (Participant 8, December 2022).

“It is important. Maybe the aim is to make the world a better place.” (Participant 9, September 2022)

4.4.8.1.2 Sub-theme 2: *Suggestions:* Two students expressed they found being a global citizen is important and they suggested education both for young individuals and families in the quotes below:

“If the big part of the society was a global citizenship the world that we were living in would be so much better than this. I think that this global citizenship thing should be given to the kids just like you said in middle schools and in preschool. They can learn from kindergarten, or maybe just from families. They can teach it with a game in kindergarten.” (Participant 3, September)

“Families don't care about this. If they are educated, they care.” (Participant 1, September 2022)

4.4.8.2 Theme 2: Being a global citizen is a must. One learner indicated being a global citizen is a must because it provides different opportunities.

4.4.8.2.1 Sub-theme 1: Opportunities. One student said global citizens have opportunities in the area of finding jobs, education as in the followings:

“I think it must be a must, because it gives you lots of opportunities to see what you can do. It unlocks lots of doors for you. You can go into lots of other stuff. I mean, for education, a job, maybe something else. It is hard to get, you need to learn first and get experience for that.” (Participant 9, September 2022)

4.4.9 The necessity and importance of being a global citizen (post interviews). During post interviews, only three students answered the question and they all stated being a global citizen is important but not necessary. They indicated people don't have to be global citizens but they are required to be aware of what's happening around the world, open to changes and learners also mentioned there are some factors such as lifestyle, family background affecting our being global citizens as in the excerpts below:

“I think it's important for some people to be global citizens but I don't think that everybody has to be. They should know what's going in the world. They should be aware of that. Also for our children, we need to have peace around the world and be educated” (Participant 5, December 2022)

“It's important but some people don't have enough capacity for global citizenship. They are not open to learning new things.” (Participant 7, December 2022)

“It's really important to choose some people to make them global citizens. So, there is something, you know, the education that you get from your family, your lifestyle, it depends and it really affects, if you ask me, because some people can be global citizens, some people shouldn't.” (Participant 1, December 2022)

4.5 Research Question 4: What are the students' perceptions about the integration of the global issues in English classes?

48 B1 level students were requested to keep diaries at the end of the lessons observed during the implementation process with the aim of examining their perceptions about the integration of the global issues in English classes. In this regard, the students were expected to reflect their ideas by answering guiding questions based on their gains regarding GC, background knowledge on GC, process of learning about GC, expectations regarding GC so as to gain in-depth insights of the students on GC in a more detailed way. Since the 20 of them didn't write anything on the distributed paper, 28 students' diaries were analyzed by means of content analysis.

4.5.1 Gains regarding GC. Three questions were asked to students to learn what they gained from GC integrated lessons. They were related to what they learned regarding GC on that day, whether they thought lesson on that day was beneficial and whether anything changed in their behaviours or ideas after the lesson.

4.5.1.1 Theme 1: The contributions of GC integrated lessons. When learners were asked reflect on what they learned during the implementation period, three of them stated the importance of being a global citizen by saying that they believed that they could make a difference as individuals in terms of gaining consciousness and taking responsibilities as global citizens indicated below:

“I learned how important it is to be one. And what we can do when we were global citizens. In addition, how different the world would be if there were more global citizens.” (Participant 1, October 2022)

“I learned GC is important and people need to be taught how important it is.” (Participant 3, November 2022)

“I have learned the importance of being a global citizen.” (Participant 5, October 2022).

Six students highlighted they learned the characteristics of GC in the following quotes:

“People must be helpful and they need to be kind.” (Participant 6, November

2022)

“I have learned many things, but I need to make research about it more.”
(Participant 15, October 2022)

“I’m glad to be knowledgeable about GC.” (Participant 12, November 2022)

“I learned today that some of the people around the world can be in trouble, but the others don’t have awareness about this situation and they need to be aware of it”. (Participant 10, October 2022)

“Anybody can be a global citizen, so they must be.” (Participant 8, October 2022)

“I learned the term ‘GC’ and basic requirements of being a GC.” (Participant 20, October 2022)

15 of learners underlined the gains they had from the activities accomplished during the classes such as equality, peace, energy as shown below:

“I learned some terms such as gross domestic product, purchasing power parity.” (Participant 19, November 2022)

“I learned the differences between living in a city and a town.” (Participant 15, November 2022)

“GC related activities were fun to learn about it.” (Participant 11, December 2022)

“I learned about independence, peace and integrity. And how powerful being truthful was.” (Participant 2, November 2022)

“I gained knowledge about child rights, educational rights, women rights.”
(Participant 4, November 2022)

“The things I learned today was about poverty, affordable and reliable energy.”
(Participant 13, December 2022).

When students were asked whether they benefitted from the lessons, it was found out that students had positive attitudes towards the integration of GC into lessons for increasing their knowledge and awareness on global issues as indicated in the following quotes:

“It helped me learn about the world.” (Participant 7, October 2022).

“I learned from the activities how we can develop our country.” (Participant 9, November 2022)

“It was absolutely beneficial. I raised my environmental awareness.” (Participant 14, November 2022)

“Yes, it was beneficial. I learned how I can broaden green areas and make the environment clean.” (Participant 18, November 2022).

“I learned the things related to GC that I never heard before.” (Participant 25, December 2022)

“I feel I am more aware of global issues and I have more solutions to global problems.” (Participant 21, December 2022)

“It was beneficial, but these topics deserve more time in order to discuss properly.” (Participant 23, October 2022)

“I realized that how mistaken I was by not being a good one. So I’ll try to be a good global citizen in the future.” (Participant, 22, November 2022)

“The lessons made me change my perspectives regarding GC in a positive way.” (Participant 26, December 2022)

“I think they were useful and made me aware of surroundings.” (Participant 28, October 2022)

Four students commented on the SDGs focusing on how they provided learners with different perspectives as illustrated below:

“They made me realize how important equal education was.” (Participant 27, November 2022).

“I imagined what would have happened if I hadn’t had a chance to go to school.” (Participant 24, October 2022)

“The lessons showed me different perspectives on education and women rights.” (Participant 20, October 2022)

“Yes, it’s beneficial for me cause I never thought poverty before. I am gonna study that.” (Participant 13, November 2022)

One learner suggested it would be beneficial if they had regular GC integrated lessons as in the following quote:

“It would be beneficial if it was a regular lesson.” (Participant 15, December 2022)

One learner also mentioned s/he had been familiar with global issues as indicated below:

“I partly benefitted from the lessons. I had already known them.” (Participant 5, October 2022)

4.5.1.2 Theme 2: *Changes in learners’ perspectives and behaviours.* Only 8 out of 28 students asserted they realized some changes in their perceptions after they participated in GC integrated lessons. They generally pointed out the lessons raised their awareness about global issues in their following quotes:

“I realized I am trying to be more aware of what’s going on around the world.” (Participant 6, December 2022)

“The lesson didn’t affect my classmates, but me. It helped me learn more about GC.” (Participant 12, October 2022)

“I was educated about GC.” (Participant 19, November 2022)

“I think some of my friends improved themselves. So do I.” (Participant 21, November 2022)

“We became more conscious about global issues.” (Participant 25, December 2022)

“I think, yes. From now on, I am aware of the importance of education.” (Participant 11, November 2022)

“It created awareness among us.” (Participant 13, December 2022)

“I don’t know about my classmates, but I started to see the world differently.” (Participant 28, December 2022)

4.5.2 Process of integration of global issues into language classes. When students' ideas on integration of global issues into English lessons process were investigated during the implementation period, it was again found out the majority liked the lessons. They specifically asserted this implementation made the lessons educational, informative and fun ways to learn GC, increased their interest in GC, enhanced their awareness and engagement as illustrated in the following quotes:

"I did. It was nice that we change the monotonous school days. Also, it is nice to learn about stuff that will help me in short term." (Participant 3, October 2022)

"I liked the lesson because I learned GC." (Participant 7, October 2022)

"Yes, it was very educational and fun." (Participant 16, November 2022)

"Yes, I liked the lesson because I learned something new." (Participant 11, November 2022)

"Yes, I loved it because it was diverse, fun, important, good and interesting!" (Participant 1, December 2022)

"Yes, I liked it as I am interested in global things." (Participant 23, October 2022)

"I liked the lesson. I think it taught me a lot." (Participant 19, November 2022)

"No, it requires much more time." (Participant 25, November 2022)

"Yes, I liked it. I think I am more aware of the global problems." (Participant 6, December 2022)

"I liked it since I haven't had a lesson like this." (Participant 9, October 2022)

"For me, these are necessary information for everyone so I felt pleased to learn that." (Participant 21, November 2022)

"I really liked it. I wish I had that lesson before!" (Participant 27, October 2022)

"Yes, I liked it because I want to be a global citizen." (Participant 15, October 2022)

"I liked it. In my opinion, as people get awareness and gain new perspectives, they can contribute to the world." (Participant 14, December 2022)

"It was lovely to debate economics." (Participant 24, November 2022)

"I liked the lesson because I love talking about countries and issues of the world." (Participant 28, November 2022)

"I liked it. I had chance to think about myself and how education is important for me." (Participant 26, November 2022)

“It is important to be know about other people’s lives around the world.”
(Participant 2, December 2022)

“I liked it. I love brainstorming and listening to other people’s tthoughts.”
(Participant 4, November 2022)

“I liked it as it was something to pass the time.” (Participant 5, October 2022)

On the other hand, some of the students focused on negative aspects of the process by underlining the inappropriateness of the topic, ineffectiveness of the materials, unfocused skills during the lessons as evident in the following quotes:

“I liked the lesson, but the topic (poverty) is too complicated for me. I need to do some research for this topic.” (Participant 26, November 2022)

“I liked it. But it was kind of boring to watch but not speak.” (Participant 22, December 2022)

“The topic was good but the video was too long.” (Participant 20, December 2022)

“The lesson was good but the sources weren’t okay. They improved our awareness but I didn’t like the talks and websites.” (Participant 17, December 2022)

4.5.3 Group work/Pair work. When students’ ideas on collaboration during implementation process were analyzed, group and pair work were found out to be effective in terms of fostering generating ideas and increasing cooperation among group members as indicated in the following quotes:

“Entertaining and nice. Group members stated their own ideas and we respected each other.” (Participant 11, November 2022)

“Group work was good. I believe working in groups raises efficiency.”
(Participant 13, December 2022)

“It was good and fruitful.” (Participant 5, October 2022)

“It was brilliant. I love cooperating with my friends and how we work together on an important topic.” (Participant 9, October 2022)

As well as the positive comments in favor of group and pair work, some of the students also pointed out the challenges and drawbacks of collaboration due to lack of communication and interaction in groups, time limitations as shown in their following quotes:

“The group work wasn’t good. As my group members don’t have motivation and knowledge regarding the topic, we couldn’t talk a lot.” (Participant 1, October 2022)

“I couldn’t experience it because we had a short time to do it completely.” (Participant 7, October 2022)

4.5.4 Final remarks on GC. When learners were asked about how they would have implemented the activities if they had been teachers, 3 of them asserted they would have done the same as reflected in the following quotes:

“I would have done the things that are similar to them.” (Participant 4, November 2022)

“Probably the same as our teacher did.” (Participant 14, November 2022)

“I think I would do things that are similar to these.” (Participant 12, December 2022)

The others mentioned adaptation of materials, gamification, organization of a conference, sparing more time for the activities which include brainstorming, discussion. A major theme and sub-themes emerged as a result of the analysis.

4.5.4.1 Theme 1: Adaptation of materials. The majority of the learners indicated the materials could have been adapted or changes integrating gamified ones, short videos, brainstorming, group or pair work, discussion activities and individual works as in the quote below:

“I would adapt the materials regarding the interests of learners.” (Participant 10, December 2022)

4.5.4.1.1 Sub-theme 1: Gamification. One learner stated it would be better if gamified activities were preferred by the teacher as in the following quote:

“I would have gamified the activities.” (Participant 3, December 2022)

4.5.4.1.2 Sub-theme 2: Using shorter videos. One student mentioned about the length of the videos as indicated below:

“I would have kept the videos shorter.” (Participant 8, December 2022)

4.5.4.1.3 *Sub-theme 3: Brainstorming.* Two learners stated they would have done more brainstorming in classroom activities as below:

“If I had been a teacher, I would have done brainstorming about the topic and made a speech about that.” (Participant 11, October 2022)

“I would have organized a conference and implement group or pair work including brainstorming.” (Participant 17, December 2022)

4.5.4.1.4. *Sub-theme 4: Sparing more time for discussion.* Four learners indicated they would add more speaking discussion activities instead of watching videos by creating appropriate environment for that as shown in the quotes below:

“I would have let the students speak political issues.” (Participant 5, October 2022)

“I would have divided the class into groups and told them to discuss the topic and write their ideas.” (Participant 23, December 2022)

“I would have made students watch less videos, spent more time to discuss as a whole class.” (Participant 25, November 2022)

“I would help my students discuss by providing them with suitable area for that.” (Participant 20, December 2022)

4.5.4.1.5 *Sub-theme 5: Preferring individual activities.* One student illustrated the type of the activities would be individual if s/he were a teacher as shown in the quote below:

“I would implement individual activities.” (Participant 6, October 2022)

4.6 Research Question 5: What are the perceptions of the researcher about the integration of the global issues in English classes?

The last research question was addressed to find out the opinions of the researcher on the integration of global issues in English classes. Field notes kept by the researcher during the implementation process were used and analyzed by means of

content analysis. Two major themes were emerged from the data regarding the main benefits and challenges of the implementation process.

4.6.1 The benefits of integration of global issues into English classes. As a result of examination of raw data obtained through field notes, two major themes were identified. Accordingly, the identified sub-themes were gains of students and gains of the researcher.

4.6.1.1 Gains of learners. In tandem with the findings of observation checklists, semi-structured interviews and diaries of students during the implementation process, the field notes of the researcher as the trainer of GC teacher training program also pointed out that integration of global issues into English classes resulted in notable progress for students. As previously indicated, the students have become more knowledgeable, conscious and aware about global issues and active participants in the society as reflected in their diaries and practices during implementation process. As EFL learners, they were able to enhance their knowledge on GC, SDGs, raise their cultural and environmental awareness and gain new perspectives. Additionally, the students have become aware of the importance of being a global citizen by being a part of community which requires collaboration and cooperation for better and effective learning in L2.

4.6.1.2 Gains of the researcher. Since the researcher served as the trainer of GC teacher training program, the GCE program yielded notable improvements for her as well. The applied program not only helped the students but also made the researcher more knowledgeable, aware, and active. This mainly originated from the fact that the researcher herself also had some but limited prior knowledge about the main concepts of the GCE and integration of global issues into language classroom instruction. Before attempting to train teachers, the researcher tried to educate herself as a global citizen by applying what she had learned in a real classroom setting during the piloting phase. The researcher made use of a wide range of materials during the procedure, including books, articles, documentaries, and video clips. Additionally, the researcher's dual role made it possible for her to gain superior research experience thanks to the current program. The researcher's future implementation techniques will be enhanced by the current program in light of the challenges she faced throughout the GCE implementation.

4.6.2 The main challenges of the integration of global issues into English classes. In addition to some benefits, the trainer also listed the main challenges of the implementation of the GCE program. Accordingly, five major themes were identified based on the analysis obtained from raw data which were collected through field notes. The identified sub-themes were as follows: duration of the program, class size, students' changing motivation and students' background.

4.6.2.1 Duration of the program. As the researcher had 13 weeks in total to conduct the research, the GCE program was too intense. It was due to the researcher's wish to cover different goals within the limited free time of participant teachers during summer period so the intensive teacher training lasted for three weeks, the observations of the GCE program implementation lasted for five weeks, pre and post interviews took two weeks and the stimulated recall interviews took three weeks. The researcher also designed the implementation process, predetermined the observation dates with the participant teacher according to students' school schedule, organization of materials and lesson plans with the teacher and tried to take students' ideas in each process via diaries of students and instant feedback after each lesson. The researcher was able to give the participating teacher the immediate support, aid, and help when needed by interacting with the learners at each stage. As GC integrated English lessons included practices, the researcher followed in class activities and out of class assignments covered. As a result, the researcher was able to watch the procedure closely. Besides, due to time constraints, the time for discussions was sometimes limited.

4.6.2.2 Class size. In the current study, there were 24 students as participants. Thus, the number of learners affected the one-on-one time that the researcher could spend with each of the participants. Accordingly, the researcher lacked an easy-to-manage environment due to the class size. Moreover, there became too many groups the teacher had to manage and the researcher had to observe during in-class and out of class practices.

4.6.2.3 Students' changing motivation. One of the challenges was the students' motivation. Students occasionally felt tired and were less motivated to participate in all in-class activities and out-of-class assignments with the same motivation, enthusiasm, and excitement during the GCE implementation process because they had to work cooperatively in groups or pairs and write diaries. However, after they felt

they started to develop themselves in the related area, students' attitudes towards such an instruction have changed a bit and they felt motivated to fulfill the requirements, participate in the activities, and became active agents. Nevertheless, the students were frustrated by the restricted time allotted for each activity specifically and writing diaries at the end of each observed lesson made the learners be fed up with the procedure.

In addition, as for the group-work, the students sometimes complained about their group mates' lack of motivation to accomplish the task. This also made them feel restricted and block their intrinsic motivations as follows:

“The group work wasn't good. As my group members don't have motivation and knowledge regarding the topic, we couldn't talk a lot.” (Participant 1, October 2022)

“I would implement individual activities instead of group work. Since my partners weren't interested in the task, I felt demotivated to accomplish it” (Participant 6, October 2022)

4.6.2.4 Students' background. As indicated in their reflections, most of these students were unfamiliar with the GCE and the SDGs as they had no background knowledge and experience on them. Therefore, the researcher had to organize and carry out the research to avoid challenges. However, the piloting also made the process easier to give feedback on the duration of the GC integrated activities and general insights on the implementation stage for the real study. In addition, it was challenging for students to get used to working collaboratively within new instruction including different contents. The researcher also gave the participant teacher extra guidance on how to incorporate GC and SDGs into his English lessons at the same time. That created a bit more intense program.

Chapter 5

Discussion and Conclusion

The discussion of the study's findings and the conclusions made from them are presented in this chapter. Initially, every study question's findings have been examined separately, along with how they compare to other relevant studies and potential explanations for the findings. Second, recommendations for additional research have been made, along with pedagogical implications.

5.1 Discussion of Findings for Research Questions

The purpose of this study was to explore potential reflections of Global Citizenship Teacher Training grounded on the United Nations Sustainable Development Goals (SDGs) on participant teacher's practices, whether the integration of global issues into English Language classes will have any effects on the perceptions of the participant students with regard to Global Citizenship (GC) and reveal the perceptions of the participant teacher regarding the main benefits and challenges of the implementation of such program. For these purposes, the present study investigated several aspects of the phenomenon first by examining the effects and practical reflections of the integration of global issues into English classes with reference to the UN's SDGs. Second, it explores the perceptions of participant students regarding Global Citizenship before and after being exposed to the GCE in their English classes. Third, the study aimed to identify their perceptions about such integration and possible benefits and challenges met by the teacher during such implementation. Moreover, the perceptions of the researcher about the integration were sought. In order to answer the research questions, the qualitative data were collected through the observation checklists, pre and post interviews with the students, student diaries, stimulated recall interviews with the participant teacher and field notes kept by the researcher during the implementation.

5.1.1 Discussion of the findings for research question 1: What are the perceptions of the participant teacher regarding the main benefits and challenges of the integration of global issues into classes? This research question aimed to

identify the perceptions of participant teacher regarding the main benefits and challenges of the integration of global issues into classes. The findings elicited through stimulated recall interviews indicated he mentioned himself as successful in meeting the objectives of the lessons and managing the process well by raising awareness of the learners regarding SDGs. He also described his students as highly aware and conscious of global issues and problems even before the integration. In parallel with this result, in the study conducted by Alshawi (2023), it was found out that Qatar University students' GCE proficiency is high and they are seen as globally aware and involved citizens. Thanks to the implementation, he stated learners raised their awareness more. It can be concluded that this implementation was found beneficial for raising awareness from both participant students' and teacher's sides. This result supports the findings of the study carried out by Udvari and Vizi (2023) who found GCED can raise the level of global skills. The teacher also indicated he succeeded to arouse curiosity of his learners by using gestures, mimics, comparison and contrast, visual aids. Especially, he realized he used body language a lot while watching the recorded videos and he stated this helped learners became more curious about the content by taking their attention to the emphasized points. Apart from using body language, the teacher reported he also utilises comparison and contrast in his lessons as he believes comparing things makes the topic attractive, striking and interesting for students. Thereby, it can be said the role of the teacher is crucial for learners' attitudes towards the class. These findings are in tandem with the results of the study by Wood (2014) who suggested that teachers have a significant impact on how children develop their attitudes.

The participant teacher agreed he modelled what he wanted during the lessons by using visual materials. He added using visual aids really helps learners make connections between pictures and the content of the class. Moreover, the participant teacher mentioned he put emphasis on encouragement of learners in solving global problems by means of collaboration and cooperation. He indicated it is better for learners to cooperate and collaborate while coming up with solutions for global problems as Helm, Baroni and Acconcia (2024) found interactions and conversations with individuals from diverse backgrounds were the primary means of facilitating their learning GC related topics.

The participant teacher indicated he would have adapted the activities according to his learners' needs and interests again if he would have done the same

way in the lessons since he believed adaptation helps learners reflect on themselves. He also mentioned he preferred to start the lessons with personalized warm up questions and he would have done this again. Furthermore, the participant teacher stated learners gain knowledge from their partners and students who are knowledgeable and conscious about global themes contribute the other students while administering the classroom practices. This finding is similar to the results of student diaries which are related to group work. It can be concluded that the teacher and peers have become providers of scaffolding, role models, guides and motivators to learners.

The challenges regarding the integration of global issues into classes were found to be organization and duration of the lessons. The participant teacher indicated he would plan the lesson based on activities including more visualization and mind map. This result is in line with the finding of the study conducted by Kerkhoff and Cloud (2020) who found teachers need guidance on how to put GCED into practice in the classroom. Also, he indicated the duration of the lessons was not enough to implement both classroom activities and student diaries.

5.1.2 Discussion of the findings for research question 2: To what extent will the Global Citizenship Training program be reflected in participant teacher's practices? This research question aims at understanding the effects and practical reflections of the integration of global issues into English classes. The analysis of the data gathered by means of observation checklists and field notes showed eight themes were identified as follows: school and classroom setting, learning objectives, skills focused in the activity, content, types of activities, teaching approaches, materials and assessment.

Regarding the school and classroom setting, a classroom setting that is both safe and supportive was developed in order to facilitate learning through helpful communication among students. Both the instructor and the learners managed their actions so that learning may be constructive. The physical features of the classroom included areas where students may come together for GCED-related activities and decorations, posters, maps, and other items that represented global dimensions. Additionally, the instructor actively included each student in class activities. As Yakovchuk (2004) found out contextual qualities are a fundamental criterion for choosing global issues and values, in the present study there were also areas for students to come together for groupworks, the class size was very suitable for both

individual and group works and there were spaces where students can get together to create assigned posters. Learning objectives were related to SDGs which are good health and well-being, climate action, gender equality, reduced inequalities, sustainable cities and communities, peace, justice and strong institutions, no poverty, zero hunger, affordable and clean energy. Regarding the skill focus of the activities, it was revealed that the teacher mostly practised learners' speaking and writing skills for the integration of the goal. The learners were expected to generate lots of ideas by facilitating thinking, focus on brainstorming ideas and reaching agreement, critically comparing and contrasting solutions and problem-solving. Thus, it can be said that learners like these kinds of learning activities that increase their knowledge and awareness of the relevant objectives. It can also be claimed that the teacher preferred speaking activities when the learners are familiar with the topics and the relevant content. As a result, it can be said that learners who feel knowledgeable and competent about the subjects are good at performance-based tasks and using productive skills. As for the listening activities which were preferred three times in videos, observations showed their attention span is limited as they couldn't concentrate on longer videos more than 10 minutes. For the reading activities, there was no explanation for not being preferred. In parallel with these results, in the study conducted by Hongtao (2013), it was discovered that English teachers were educating their students about global issues through, debates, group discussions, newspapers and role plays. Moreover, the results are unlike the study conducted by Akyüz (2019) who investigated the effects and practical reflections of the integration of GCE into English Teacher Education Pedagogy with reference to the United Nations SDGs. In this study, it was found out that the teacher mainly integrated the SDGs into language teaching through receptive skills including listening and reading activities while the results of the present study illustrated skills focused in classroom activities were productive ones.

For the contents of the lessons, findings showed that the participant teacher was able to integrate the global themes with high relevance with SDGs during the implementation. When the GCE aspects in the lesson questions, discussions were observed, it was found out that GCE was clearly defined, the content connected the local dimension with the global. Climate change, biodiversity, sustainable development, global inequality and gender equality, sustainable development, human rights, and peace building, global poverty, zero hunger, affordable and clean energy,

global inequality, solidarity and climate change were presented during the lesson. Additionally, self and others, community, discrimination, prevention of violence, democratic values and empathy were addressed.

Teacher's preference of activities were mainly based on activities that support learning for visual learners, kinesthetic learners who prefer moving, doing and for auditory learners who are fond of having roles in working as groups. Unlike Appleyard and McLean (2011)'s findings, which showed preservice teachers' requests for particular resources, the current study showed that the participant teacher can use both authentic and non-authentic materials by merely focusing the idea of teaching English with GCE content, even if the materials are not specifically made for the GCE or ELT. Therefore, it can be said that any resource that can be used for instruction—not just ELT—may be used to incorporate GCE into ELT pedagogy. As a result, it can be said that creating original materials for the integration of GCE into ELT pedagogy does not need preservice or inservice instructors to put in extra effort.

Regarding teaching approaches, the field notes kept by the researcher and observation of the lessons indicated that the activities fostered dialogue among students, students were given opportunities to participate, talk and engage in discussions during the lesson, they interacted each other via group work activities, the activities encouraged students to engage in current and future actions at the global level.

As for the materials, there were enough teaching and learning resources available during the lesson appropriate for learners having different learning styles. Materials such as quizzes, sheets, digital pictures that were colorful and motivating were used to foster students' understanding of the content and learning resources were effectively used to foster learners' understanding of the focused SDGs. Besides, the findings revealed that the participant teacher was in favor of using technology when he was asked to integrate GCE into their language teaching instruction. Therefore, it can be concluded that inservice teachers do not have to make a special effort to search for brand-new or specific technological tools for the integration of GCE into ELT pedagogy.

Finally, assessment practices were applied during and after the class. The learners showed their understanding of the content through their engagement in activities and discussions, they presented positive attitudes toward the integration of GC during the lesson. Each student was responsible for his/her own assessment and peers were also responsible for each other's assessment.

5.1.3 Discussion of the findings for research question 3: Is there be a difference in the perceptions of participant students regarding Global Citizenship after being exposed to the GCE in their English classes? The second question aimed to find out whether there will be a difference in the perceptions of participant students regarding GC after being exposed to the GCE in their English classes or not. With the aim of revealing their perceptions on GC, six questions were asked during pre post-focus groups to ten participant teachers. The discussions of each interview question will be provided in detail.

The findings of the focus groups revealed that the participant students lacked a clear knowledge of GC prior to the integration, by the end of the study, they performed better and gave more accurate definitions. This finding is parallel with the results of the study conducted by González-Valencia, Massip Sabater and Santisteban Fernández (2022) who revealed secondary school students lack the skills needed to critically analyze social facts from the global citizenship perspective and global issues before GCED. When they were asked to define the concept GC in the pre focus groups, only one student associated the term with being aware of global issues, environmental issues and refugees while they understood the significance of the idea and the various aspects of the given term in the post interview. In the end, the concept was defined by the participant teachers as being the best version in society, being helpful, considering everybody equal, having the ability to find solutions for global problems. Students' opinions are compatible with the ones revealed by some scholars (Lima & Brown, 2007; Lim, 2008; Myers, 2008; Johnson, Boyer & Brown, 2011; Niens & Reilly, 2012; Schutte, Kamans, Wolfensberger & Veugelers, 2017; Başarır, 2017; Göğebakan & Yıldız, 2018; Andrews & Aylin, 2020; Baysan & Tanrıseven, 2020; Balkır, 2021). The students' early incomplete comprehension of GC was most likely caused by lack of knowledge on the given concepts. According to the learners' comments, it was the first time that they had ever had GCE. These also support Yamashita's (2006) findings, which highlight the needs of educators, learners, trainers, and trainees in terms of

professional development, networks, and instructional strategies for improving GCE. In addition, Saperstein (2020) and Baysal and Tanriseven (2020) proposed more preservice and inservice training opportunities, as well as teacher education and professional development programs, are still required for teachers of courses linked to global studies as global citizenship is essential for their personal and professional lives to increase their students' awareness of global citizenship and seminars should be held to increase awareness among both students and instructors.

In terms of the characteristics of a global citizen, the labels such as being friendly, respectful, open, positive, having good education, being knowledgeable, aware of world events emerged in pre and post interview. In addition to them, the participant students also used the terms logical thinking, having good communication skills, feeling responsible for doing something during the post-focus interviews. It can be demonstrated that learners are able to comprehend the essential qualities of a global citizen through the integration of global issues.

Followingly, the learners were asked whether they perceived themselves as global citizens or not during the pre and post focus groups. In pre and post interview, none of them reported himself as global citizen. The reasons why they didn't see themselves as global citizens they need more experience, progress, information, action and more training for that. On the other hand, one of the learners was opposed to the idea of becoming global citizens as he didn't believe in the concept and reported he didn't care. These findings confirmed the findings of Lima and Brown (2007)'s study in which it was found out individuals become more aware of their roles and responsibilities after GC intervention. Thus, they may have evaluated they didn't accomplish the requirements of being global citizens.

During the pre and post interviews, the learners were asked to tell their ideas about whether it is a must or important to be a global citizen. In pre interviews, five learners stated it is important but not a must for several reasons. It is important because it being GC has advantages such as being aware of the world and making the world a better place. One mentioned it is a must because being a global citizen provides some opportunities as it unlocks lots of doors for the people in the area of job and education. During post interviews, only three students answered the question and they all stated being a global citizen is important but not necessary. They indicated people don't have to be global citizens but they are required to be aware of what's happening around the world, open to changes and learners also mentioned there are some factors such as

lifestyle, family background affecting our being global citizens. Based on the research's findings, it can be said that the integration gave the participating students an opportunity to deepen their comprehension of the concepts of GC and GCE. This is consistent with Lim's (2008) illustration of how some integration increases students' capacity to take action on global challenges.

Whether the learners had a training or lesson about GC before was asked in only pre interviews. All of the participants they had had no trainings or lessons before.

Regarding the subjects related to Global Citizenship they wanted to learn which was asked in only pre interviews, analysis of the data showed that they would like to be educated, participate in projects including themes of global warming, energy, protecting animals and take actions in their daily lives by making changes in their behaviours such as recycling or saving water at home to be helpful in saving the planet.

During the post-focus group interviews, two more questions were asked apart from the ones in the pre-interviews. Accordingly, whether learners thought classroom activities regarding Global Citizenship had affected their daily life and how it reflected was asked. Learners' responses indicated they improved their curiosity about global problems, they gained more knowledge about GC and learned to be sensitive to the environment. These findings are in line with the studies conducted by Myers (2008), Johnson, Boyer and Brown (2011), Niens and Reilly (2012) and Balkır (2021).

As for the learners' thoughts about the integration of global issues in classroom activities, they showed positive attitudes towards the implementation. Learners emphasized the role of English in learning GC by mentioning English is universal and global language, to learn GC they need to use English for communication. On the other hand, some learners made suggestions about what can be changed in the implementation and how they can make GC teachable. They proposed different themes to be integrated such as religion and refugee problems.

5.1.4 Discussion of the findings for research question 4: What are the participant students' perceptions about the integration of the global issues in English classes? The third research question aimed to explore participant students' perceptions about the integration of the global issues in English classes. To reach this goal, students' diaries were analyzed. When the participant students were asked what they gained from GC integrated lessons, they stated the importance of being a global

citizen by saying that they believed that they could make a difference as individuals in terms of gaining consciousness and taking responsibilities as global citizens. Besides, they asserted they learned the characteristics of global citizens labeling as helpful, kind, knowledgeable about GC, being aware of global issues and learners underlined the gains they had from the activities accomplished during the classes such as educational rights, women rights equality, peace, energy, poverty, affordable and reliable energy.

As for the benefits of the lessons, it was found out that students had positive attitudes towards the integration of GC into lessons for increasing their knowledge and awareness on global issues. Some commented on the SDGs focusing on how they provided learners with different perspectives and one learner suggested it would be beneficial if they had regular GC integrated lessons. They also reported there were changes in their and behaviors after they participated in GC integrated lessons. They generally pointed out the lessons raised their awareness about global issues. These findings are parallel with the results of the studies carried out by Lima and Brown (2007), Myers and Zaman (2009) and Balkır (2021).

Regarding the background knowledge on GC, the students pointed out they didn't have any GC training. This finding is parallel with the the findings of the semi-structured interviews with students which showed the participant students lacked a clear knowledge of GC prior to the integration.

When the students were asked whether they liked the lesson or not, most of them answered this implementation made the lessons educational, informative and fun ways to learn GC, increased their interest in GC, enhanced their awareness and engagement. On the other hand, small number of the students mentioned the negative aspects by emphasizing that they had difficulty in understanding some themes, some course materials were ineffective for them. Beside that, they indicated they preferred to spare more time for speaking instead of watching videos. Briefly, integration of global issues was also found out to be an effective method offering an enjoyable and active learning opportunity for students. This result also confirmed the findings of Niens and Reilly (2012) who found the participants had a strong desire to learn more and were highly motivated to learn about global concerns.

In terms of group work, the data gathered from diaries indicated that working in groups was generally found put to be enjoyable and influential for fostering generating

ideas and increasing cooperation while some drawbacks including time management problems, lack of communication were underlined.

Regarding the subjects related to GC they wanted to learn and discuss, they generally mentioned some global themes such as social inequality, accessing healthy food, global warming while the other stated some specific local problems like the effects of economic crisis on people's lives in Turkey, refugees and border issues in Turkey, Antarctica and Arctic issues. Several students emphasized they were wondering about how they could be global citizens and the responsibilities of being global citizens. Gender equality and reduced inequalities were the themes of second observation, so the students, who were wondering about social inequality at the time of first observation, didn't know the topic of upcoming lesson when they answered in this way. Additionally, good health was the theme in the first observation of nine graders' class, the student who commented on healthy food was tenth grader. Moreover, students were found out willing to become more aware, responsible, and conscious for providing solutions to global problems since they wanted to know the responsibilities of global citizens. The other requested topics are in line with the ones stated in pre interviews with the learners.

When learners were asked about how they would have implemented the activities if they had been teachers, 4 of the learners indicated they would have done the same while others mentioned adaptation of materials, gamification, organization of a conference, sparing more time for the activities which include brainstorming, discussion. To conclude, it can be noted that some learners expected activities focusing on speaking more and including the elements of game playing like point scoring, competition with others which are encouraging more engagement.

5.1.5 Discussion of the findings for research question 5: What are the perceptions of the researcher about the integration of the global issues in English classes? The last research question aimed to explore the perceptions of the trainer on the integration of the global issues in English classes. The results of the field notes showed gains of students and gains of the trainer were the main benefits of the implementation. Accordingly, the students have become more knowledgeable, conscious and aware about global issues and active participants in the society after being exposed to such integration. It can be commented that such implementation enabled students enhance their knowledge on GC, SDGs, raise their cultural and

environmental awareness and gain new perspectives. Additionally, they have become aware of the importance of collaboration as well. For the trainer, in addition to the similar gains, it can be commented that implementing such integration helped her to develop better ideas for her future practices and to enhance her classroom instruction. This result also supports the findings of Appleyard and McLean (2011) who claimed the best practices for professional development in GCE was giving them opportunities to practice GCE in the classroom. Beside the main benefits, the results indicated that duration of the program, class size, students' changing motivation and students' background were the main challenges that the researcher faced during the implementation. First of all, GCE programme was intense as the research lasted 13 weeks in total. The researcher planned to cover different goals within the limited free time of participant teachers during summer period. Thus, the intensive teacher training lasted for three weeks, the observations of the GCE program implementation lasted for five weeks, pre and post interviews lasted for two weeks and the stimulated recall interviews lasted for three weeks. The researcher also designed the implementation process, predetermined the observation dates with the participant teacher according to students' school schedule, organization of materials and lesson plans with the teacher and tried to take students' ideas in each process via student diaries and instant feedback after each lesson. Secondly, the number of learners affected the one-on-one time that the researcher could spend with each of the participants. Therefore, it can be said that trainers can perform better and be more productive in an easier-to-manage atmosphere if class sizes are arranged properly. Thirdly, another challenge was the students' motivation. Due to the need that they work together in groups or pairs and write diaries, students occasionally felt exhausted and were less motivated to participate in all in-class activities and out-of-class tasks with the same drive, passion, and excitement during the GCE implementation process. As for the group-work, students have occasionally complained their group members' inability to be motivated to complete the assignment. It was also shown that this inhibited their innate motivations and made them feel constrained. Last challenge of the researcher was related to students' background. As indicated in the interviews and diaries, the majority of the students did not have any prior understanding or experience with the GCE or the SDGs. In order to prevent difficulties, the researcher had to plan and accomplish the study. Besides, students found it difficult to adjust to cooperating in a new learning environment with varied subject matter. Additionally, the researcher provided the participant teacher

with additional direction on how to integrate the SDGs and GC into his English classes simultaneously.

5.2 Pedagogical Implications

Based on the findings of this study, some pedagogical implications can be suggested to teachers, administrators, curriculum planners, material developers and policy makers. Education has the power to significantly impact people's knowledge and attitudes. Global Citizenship Education (GCE), which attempts to educate critical and self-aware people who can actively contribute in the solutions of global challenges as global citizens, is necessary due to the conditions of globalization. As a result, policy makers must design curricula and syllabi with an eye toward an educational program that promotes knowledge and creativity, equips students with 21st-century skills, and engages them as engaged citizens. Policymakers might use the research's findings to help them analyze, adjust, or assess the design of their curricula or syllabi. However, other stakeholders should also understand that they are essential collaborators in improving the quality of these pedagogies and curricula.

In the same vein, it's critical to remember that instructors' perspectives on current affairs have a significant influence on students': They may raise pupils who don't ignore or undervalue global issues, or they may raise internationally capable citizens who are prepared to fight against the conditions resulting from the negative consequences of globalization. Based on this knowledge, it is evident that educators have a duty to apply their professionalism and dedication to preparing their pupils to be competent citizens of the world. However, given the current state of teacher education pedagogy, it is unrealistic to expect educators to raise such children if they are not given the tools and chances to create their own identities as global citizens in preservice and inservice training programs. In this instance, it is utterly impractical to expect students to meet this objective if teacher preparation programs continue to ignore and teach the same material. Based on these preservice teacher education programs, inservice teacher education practices and generic and field-specific teacher competencies require a review of their content to encourage the integration of GCE into their curricula and raise teachers as global citizens rather than citizens of any one nation. Through this, educators—both inservice and preservice—can better understand

themselves and their own abilities, raise awareness of GC and GCE, and develop and impart the skills necessary to live as global citizens.

Regarding preservice and inservice educators, the current study also offers some recommendations. It may be said that English language programs can raise students' GC and GCE levels in language classrooms if they are created in line with global challenges, links, and relationships. The results of this research suggest that a teacher doesn't need to create or prepare entirely new resources in order to integrate GCE into ELT methodology, which may arouse concerns about a lack of time. As a result, the research indicates that teachers can provide their students with a wealth of learning possibilities if they emphasize teaching English in line with the global curriculum.

Lastly, the study offers some recommendations for authors of course books and content creators. While the current research suggests that teachers do not need to create or design any technological tools or materials to support GCE, it does encourage material designers to create or design other technological tools and materials that can work well with curricula and educational policies that emphasize global issues. In a similar vein, authors of course books may make a special effort to include internationally pertinent subjects in their works, either by including GCE in separate sections or across the entire book.

5.3 Recommendations for Future Research

Given the constraints of the study, the findings have presented a few recommendations for additional investigation. To extend the findings to the broader public, more research can be carried out with bigger samples and a control group to compare the impacts of the GCE program. This is because the current research was a case study with 1 teacher participant and his learners. It should be mentioned, nevertheless, that because this study was a case study, it was not concerned with the findings' generalizability. However, it is also important to keep in mind that the results of this study may not apply to the entire population in the relevant area and may vary when the same techniques are used on different individuals in different contexts.

Another recommendation of the current study for teachers of English, teacher trainers and researchers is that the findings can be considered as fruitful for providing

them sources, materials and syllabus for integrating GC in any English class. The participant teacher could incorporate GC integrated activities into his lessons consistently and confidently. This shows that practitioners need to learn more about GCED both in pre-service teacher education programs and in in-service teacher development programs. Teachers need to become aware of the concept of GC and be competent in using GCED in their classrooms. Since GCED is about teaching and learning to become global citizens who live together peacefully on one planet, it entails adjusting curricula and content of the lessons to provide knowledge about the world. For this, the teachers need to be provided with the necessary GCED knowledge and opportunity to practice it as much as possible. Fostering social, cognitive, and other abilities to help learners apply the knowledge and make it relevant to their everyday lives is also a requirement for future teachers who want to implement GC training in language teaching. For instance, engaging in critical thinking and questioning what is fair and just, accepting and comprehending the viewpoints of others, constructively resolving problems, cooperating in groups, and interacting with others from various origins, backgrounds, cultures, and viewpoints, instilling values like respect for diversity, empathy, open-mindedness, justice and fairness for everyone, adopting actions that are consistent with their values and beliefs, such as actively engaging in society to address local, national, and global issues and work toward the common good are the target skills needed to be developed by learners.

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