HI-GLOBE

Highlighting the Potential of English Language Learning for Global Education Purposes

Study on the Approach of English Teachers on Global Educational Methodologies and Purposes

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1. Introduction to the project

Our project

*The project "**Highlighting the Potential of English Language Learning for Global Education Purposes**" or **HI-GLOBE** (2019-1-TR01-KA204-07759) is an Erasmus+ KA204 Strategic Partnership project for Adult Education. The project has a duration of 30 months, from October 2019 to March 2022. The consortium partnership consists of six partners from five Countries: Turkey, Czech Republic, Italy, Bulgaria and Poland.*

HI-GLOBE aims at enhancing the potential of English language learning for Global Educational purposes, targeting adult English language learners and English language teachers, instructors, educators and tutors.

The project sets out to produce 2 **Intellectual Outputs**:

IO1 Study on the approach of English teachers on Global Educational methodologies and purposes

The first phase of the project has been dedicated to conducting research aimed at analysing the current practices, attitudes and approach of English teachers, educators, instructors and tutors regarding **Global Educational methodologies**.
The research aimed to collect and identify currently used practices and also to discover the willingness and interest of educators to increase their professional and personal capacities to adapt English teaching to Global Education purposes. The results and findings of the IO1 Study are presented in detail in this Analysis Report.

IO2 HI-GLOBE Learning modules and Platform

Building on the findings of IO1, **HI-GLOBE** aims to develop **Learning Modules** on 2 levels (A1-2 and B1-2), each one including a 40 hour blended-learning course serving Global Educational purposes and based on CLIL, TBL and interactive digital technology. The project plans to test the modules in partner Countries and to implement them on the **HI-GLOBE Learning Platform.**

The context

HI-GLOBE recognises that modern societies are in need of responsible, informed and global-oriented citizens in order to face the socio-political, economic and environmental challenges of our time. Moreover, despite significant efforts, the effectiveness of foreign language education is still problematic in lots of European Countries, leading to calls for improvements on language learning and teaching. In fact, inadequate language competences represent an obstacle to the full and active participation of individuals in European education and training, international mobilities to pursue education or a job, and employment in a broad range of sectors.

In this scenario, the partnership found that there is a huge potential in language learning to support education for sustainable development. Therefore, the **HI-GLOBE** project is highlighting and using the potential of English-language learning to support adult learners to connect, increase their awareness and become more responsible and active in civic and social life. This personal development is crucial for the optimal economic and social advancement of European societies at large. **HI-GLOBE** intends to identify and develop the best possible methodologies to support the shift into the idea that language learning is not a goal in itself, nor should it be a mere cognitive and isolated process. Language learning should rather be a highly interactive experience happening in a much more holistic, socio-cognitive environment, as it represents a valuable tool for the further development of individuals for a more sustainable society.

Methodologies

Hence, the **Global Education approach** is at the core of the **HI-GLOBE** project. **Global education (GE)** enables people to develop the *knowledge, skills, values and attitudes* needed for securing a just, sustainable world in which everyone has the right to fulfil their potential. **GE** encompasses Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention, Intercultural Education, Education for Global Citizenship, covering content areas such as intercultural and interfaith dialogue, fair trade, gender equality, cultures and lifestyles, health. The main skills that are developed are: critical thinking, changing perspectives, decision-making, teamwork and cooperation, creativity, dealing with complexity, conflict transformation. Main values and attitudes targeted are: social responsibility, solidarity, open-mindedness, self-respect and respect for others, proactive and participatory community membership.

HI-GLOBE also aims to embed the use of interactive digital technologies into the learning environment and to increase the digital competences of both teachers and learners of the English language. In addition, other methodologies to be included in the **HI-GLOBE** modules are Content and Language Integrated Learning (CLIL) and Task-based Learning (TBL).

The CLIL Method is effective to facilitate learners in acquiring, cultivating, and activating cross-disciplinary skills in the target language. Rather than being the focus of teaching, the language becomes a tool for communication and exploration of other subjects. The end goal is to de-compartmentalise knowledge, so that learning is improved through increased motivation and the study of natural language seen in context. In a similar holistic and practical manner, TBL differs from the traditional approach used in teaching languages, based on the "PPP" paradigm (Presentation – Practice – Production). The TBL approach changes the focus of the lesson from teacher-centred to learner-centred: the teacher does not set out to teach a particular 'aspect' of the language, but bases the lesson on a task that requires language acquisition to be completed. Learners therefore have to construct linguistic meaning based on existing knowledge and additional knowledge sourced from reference materials, peers or the instructor.

Envisaged results

Based on these premises, the project foresees several tangible and intangible results.

Tangible Results are:
- IO1 Study on the approach of English teachers on Global Educational methodologies and purposes
- IO2 **HI-GLOBE** Modules and Platform
- 18 English teachers involved in 5 day training course as part of the development of the **HI-GLOBE** Modules
- 3 pilot **HI-GLOBE** courses in A1-A2 level and 3 in B1-B2 level implemented in partner Countries
- 60 adult learners of English language involved in the **HI-GLOBE** modules pilot tests
- 5 Multiplier Events held for the promotion, dissemination and exploitation of the **HI-GLOBE** results
- 220 stakeholders involved in Multiplier Events across partner Countries.

Intangible Results include an increase in:
- awareness and competences on the approach and methodologies of Global Education among English teachers and across partner Countries
- English proficiency and global citizenship competences of adult learners
- intercultural competences of participants of the Joint Staff Training
- awareness of stakeholders on Sustainable Development Goals
- capacities to manage European innovation projects and network of partner organisations.

2. Partnership

The consortium consists of six partner organisations based in five different Countries: Turkey, Czech Republic, Italy, Bulgaria and Poland. The methodological innovation pursued in the project is relevant to these particular Countries as they are still exhibiting deficiencies in language teaching practices and smaller ratios of English-proficient adult population. Partner organisation and their team members have extensive experience in participating

and implementing European projects. Each partner organisation brings extensive expertise in specific areas targeted in **HI-GLOBE**, thus contributing to the overall success of the project in a collaborative manner.

BAHCESEHIR UNIVERSITY FOUNDATION (BAU) - Turkey
HI-GLOBE Coordinator

Bahçeşehir University (BAU) provides educational opportunities at a large scale, ranging from certificate programs and undergraduate to postgraduate degree programs, including both master's and doctoral degree programs. Bahçeşehir University's Faculty of Educational Sciences provides a fresh solution to the most compelling issue of teacher education in both Turkey and abroad: the need to engage future teachers in comprehensive, practical experience preceding their placement in the field. BAU is affiliated with multiple schools at all levels, the program is in a unique position to allow teacher candidates to investigate and interact with teachers and students across various school environments.

PELICAN LANGUAGE SCHOOL - Czech Republic

PELICAN, s.r.o has evolved from a language school to an adult education centre. PELICAN has developed its own method of language learning called Pelican Active Learning System (PALS), which encourages and promotes the students' activity, independence and creativity and also includes a method of teacher training.

PROMIMPRESA - Italy

Promimpresa contributes to the project as an adult education and training provider with extensive experience in professional training and language courses, including innovative methodologies ranging from classroom-based teaching to e-learning and distance learning.

EUROPEAN CENTRE FOR QUALITY Ltd. (ECQ) - Bulgaria

European Center for Quality Ltd. (ECQ) is a modern consulting company founded in specialising in management consulting, delivery of training programmes, and in the development and implementation of international standards for quality management. ECQ has been involved in

a wide range of project activities, including: cross-country needs analysis and online surveys; development of innovative training curricula, learning content, self-assessment tools; conducting training workshops and evaluation seminars; interacting with stakeholders and collecting feedback; development of websites and learning platforms; organising small and big scale promotional events and conferences.

PROMOZIONE INTERNAZIONALE SICILIA-MONDO (PRISM) — Italy

PRISM supports the social, cultural and economic development of its local territory, acting as a qualified development agent able to monitor and boost the development policies promoted by local and transnational bodies, in particular by the European Union. PRISM has a great experience in the management of European co-operations in adult education, vocational training and the youth field, as well as engaged in development cooperation projects together with developing countries.

FOUNDATION FOR THE DEVELOPMENT
OF INTERNATIONAL AND EDUCATIONAL ACTIVITY (FRAME) — Poland

Foundation for the Development of International and Educational Activity (FRAME) is a young foundation created in response to the observed changes in the socio-economic environment of Poland and Europe. FRAME aims to develop and promote international cooperation of local communities supporting education, professional activity and the well-being of citizens. It implements the statutory goals thanks to the development of international, national and local cooperation of broadly understood social character, supporting European integration, active cooperation in the development of civil society and democracy culture as well as scientific, educational and cultural activities for beneficiaries, in particular, the disadvantaged groups.

3. Abstract

Learning a language is one of the most essential skills in today's world as it helps individuals to look at varying ideas from an international perspective. As such, for this project, global issues can be considered as the content knowledge to teach English. For this aim, in the first phase of the project, a research study was conducted to analyze teachers, instructors and

educators'views and practices on global educational issues. The data were collected through an online survey (sent via email or shared in FB groups). A promotional campaign was launched in the project website and in each partners'pages with the intention to expand the potential stakeholders and to reach more people than the ones identified in our stakeholders registry. The survey was open for 3 weeks and there were 14 questions in the survey (5 demographic questions, 8 survey questions and 1 open ended question). The survey was sent to different institutions including K-12 schools and universities in addition to speaking tutors in 5 different countries (Turkey, Czechia, Italy, Bulgaria, Poland). From those countries, 234 teachers responded to the survey.

According to the results, it was found that **(1)** teachers were not familiar with global education issues compared to other teaching methods, **(2)** conventional teaching methods were mostly used in language classes, and **(3)** while topics related to religion, politics, democracy and active citizenship were not preferred topics for teaching in the classroom, interculturality, diversity, sustainability, environment and renewable energy were preferred topics for teachers.

Besides, it was also found that **4C's (communication, cooperation, creativity and critical thinking)** were the most important skills for teachers that they wanted their students to develop. Based on the findings, it is recommended that **(1)** teachers gain more information concerning global education while designing their lessons, **(2)** rather than traditional methods such as reading and listening activities, lessons in which students are more active should be designed in accordance with the global issues, **(3)** within the global issues, the least preferred topics should be reassessed and re-integrated into the curriculum.

Data Collection Methodology

All the partner organizations have contributed to the creation of the survey under PRISM's coordination, and it was decided that the survey should not be too long and should underline important information needed for designing **HI-GLOBE** modules. The survey starts with demographic items asking about teachers'years of experience in the traditional system, the size of their classes, gender and their countries of residence. The survey next focuses on teaching methods of the participant teachers including the frequency of various teaching activities and familiarity with the given methods. Finally, the third part of the survey investigated how much they knew about Global Education as a concept. The questions

about content areas, skills and attitudes to develop in targeted students related to Global Education were developed on the basis of the Global Education Guidelines created by the Council of Europe at two levels: how you are teaching now and how you would like to teach in the future. The creation of the survey had the aim of responding to the teachers' needs, by eventually creating **HI-GLOBE** teaching modules incorporating both recent language teaching methods and Global Education as content. The modules were supposed to be both online and face to face, but due to Covid 19, the participants were also asked about their preferred mode of delivery when it comes to their teaching.

The survey was also tested for its reliability and found to be highly reliable (36 items; Cronbach's alpha = .925)

The aim of the analysis report

The survey was designed and submitted with the aim to study the preference of respondents, in particular which aspects of the **Global Education approach** they are the most interested to realize within their learning environment. This analysis report, based on the online surveys, shows the favourite approach of English teachers on Global Educational methodologies; the results will be spread widely in different channels for communication and awareness-raising purposes. The project wants to respond to real needs of the teachers, equipping them with tools to be used with their students, in order to orient them in a successful direction either in life and in career. In practising global education it's important to take into consideration an interdisciplinary approach, with some relevant preliminary aspects such as: the background of the learning group in order to choose a learner centered approach, the awareness of the learning group in order to inspire their curiosity and creativity. After having clear that, there will be two potential directions to follow: from individual to collective dimension and from collective to individual dimension. To better understand what's the trend that came up from our analysis, it's recommended to read the findings below, collected in a statistical way, that show, respectively, demographic data, teaching methods, GE competence areas, as perceived from the respondents.

4. Part I - Statistical analysis of demographic data

Part I of the survey consisted of five questions, showing statistical analysis of demographic data. The **HI-GLOBE** study on the approach of English teachers and educators on Global Education methodologies and purposes has been widely disseminated in all partner countries in the time frame of July-August 2020. In total, 234 respondents participated in the survey. 84,6% of them were women (186 respondents) and 14,5% were men (34 respondents), 2 persons declared other gender (0,9%).
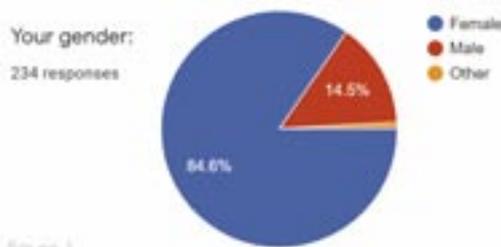
I. Question 1

Most respondents came from Turkey (38,9%), next most numerous country represented was Italy, where two of **HI-GLOBE** partners conducted the research (19,2% of total respondents). Feedbacks from Bulgaria constituted 16,2% of all responses received, from Poland 10,7% which is the same score as in case of Czech so 10,7%. 10 participants came from other than partner countries (4,3%).
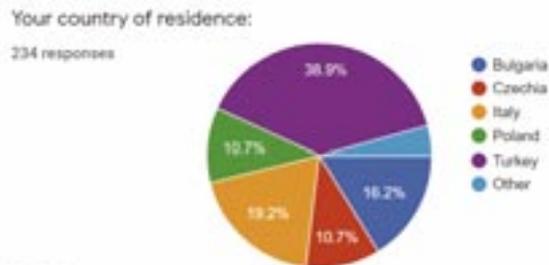
II. Question 2

Great majority of respondents have 10 or more years of experience as an English teacher (54,3%). On the other hand a quarter (25,6%) has less than 3 years experience. 11,1% declared 4-6 years of experience as an English teacher and only 9% were people with 7-9 years of such experience.
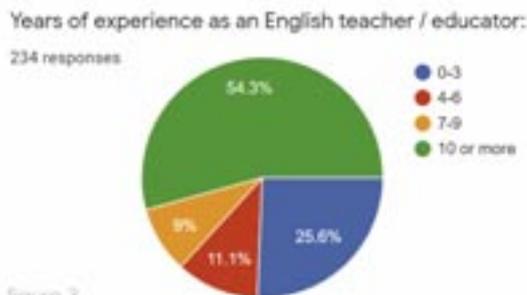
III. Question 3

Majority of respondents teach adults (64,1%) or young people aged between 7 and 18 years (58,1%). Only 15,4% of all respondents declared that their learners are children aged 3-6 years old.

figure 1

figure 2

figure 3

Your learners are:

234 responses

Children (age 3-6) — 36 (15.4%)

Young people (7-18) — 136 (58.1%)

Adults (18+) — 150 (64.1%)

figure 4

The size of your classes is:

234 responses

1-4 people — 48 (20.5%)

5-10 people — 49 (20.9%)

11-15 people — 44 (18.8%)

16 or more people — 159 (67.9%)
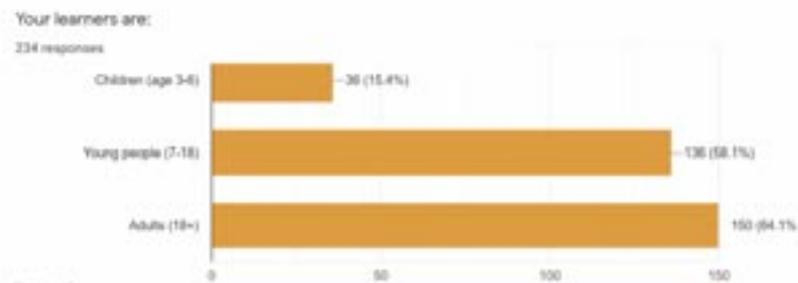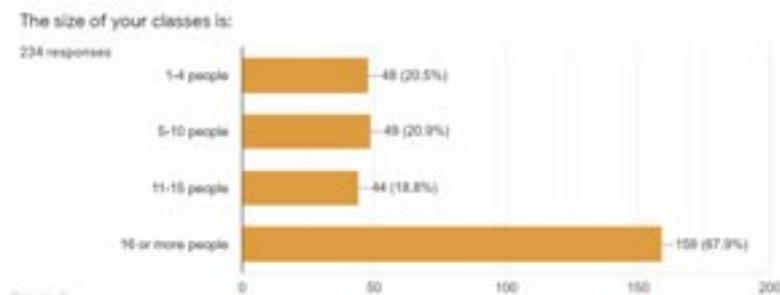
figure 5

IV. Question 4

Almost 68% of all respondents declared the size of the class they teach is 16 or more learners. Smaller groups, either with 1-4 learners or 5-10 people or 11-15 students, have been reported by approximately 20% of respondents for the respective category.

V. Question 5

Almost 68% of all respondents declared the size of the class they teach is 16 or more learners. Smaller groups, either with 1-4 learners or 5-10 people or 11-15 students, have been reported by approximately 20% of respondents for the respective category.

5. Part II: Teaching methods

Part II of the survey consisted of three questions regarding the respondents' usual teaching methods, and their familiarity with project key approaches. By answering these questions, the partnership got acquainted with the current habits of English teachers, and therefore got a basis for further methodological work. The answers will address in a further stage the development of the modules' contents, in order to respond to the real interest of the teachers that may use it during their classes.

Task-based learning (TBL) — 191 (88.4 %)

Content and Language Integrated Learnin... — 166 (76.9 %)

Global Education — 76 (35.2 %)
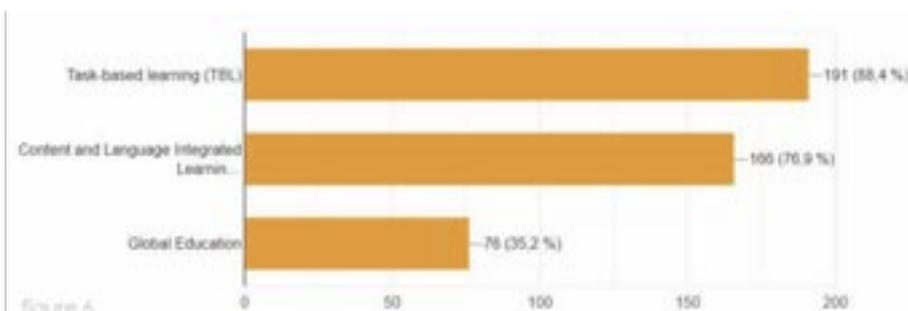
figure 6

I. Question 1

The **first question** is: Are you familiar with the following teaching methods/approaches?

Figure 6: Part II, Question 1: Familiarity with the given Teaching Methods/Approaches

According to the survey, most (88.4 %, 76.9 %) respondents were familiar with the Task-Based Learning method and the Content and Language Integrated Learning method respectively. However, only about a third of the respondents (35.2 %) stated that they were familiar with the Global Education concept.

II. Question 2

The **second question** is: How often are you using the following teaching activities?

Table 1: Frequencies & Percentages Teaching Activities

Activity	Never		Rarely		Sometimes		Often		Very often	
	n	%	n	%	n	%	n	%	n	%
WRITING ACTIVITIES	0	0.0	21	9.0	57	24.4	83	35.5	73	31.5
LISTENING ACTIVITIES	4	1.7	4	1.7	33	14.1	76	32.5	117	50.0
READING	0	0.0	5	2.1	37	15.9	71	30.5	120	51.5
DEBATES AND DISCUSSIONS	4	1.7	27	11.5	59	25.2	74	31.6	70	29.9
ROLEPLAYS/ SIMULATIONS	10	4.3	29	12.4	87	37.2	68	29.1	40	17.1
VIDEO MATERIALS	3	1.3	21	9.0	58	24.8	84	35.9	68	29.1
INTERACTIVE GAMES	13	5.6	31	13.2	74	31.6	66	28.2	50	21.4
ONLINE GAMES	35	15.0	50	21.4	65	27.8	44	18.8	40	17.1
STUDENT PRESENTATIONS	9	3.8	45	19.2	79	33.8	67	28.6	34	14.4
GROUP EXERCISES	7	3.0	10	4.3	56	23.9	72	30.8	89	38.0

As we can see in the table the frequency of practicing individual activities in the respondents' classes is variable, however, there is a visible tendency to use rather traditional activities focused on receptive skills among the teachers. The reading and listening activities are the most popular, as 50,0% and 51.5% of respondents respectively stated that they use these activities in classes very often, followed by 30.5% and 32.5% stating they are using them often. On the other hand, somewhat surprising is the lower proportion of traditional activities focused on active use of the language, i.e. writing activities (with 31.5% of respondents using them very often, and 35.5% of respondents using them often), and activities focused on speaking (i.e. debates and discussions, roleplays / simulations, and student presentations). While debates and discussions are claimed as used very often or often by 61.5% of respondents, roleplays / simulations and student presentations were not marked as such by even half of the respondents, and in general are seen as less popular. This is also the case of interactive games and online games, which were stated as used very often or often by only 49.6% and 35.9% of respondents respectively. In addition, more than a third (36.4%) of respondents claimed to use online games either never or rarely, making it the least popular activity in the respondents' classes.

In order to be able to rank the most frequently used teaching activities, the responses were tabulated and the mean scores for each item have been presented in the table below.

In parallel with the frequencies and percentages presented above, reading activities as an item has been found to be the most frequently used teaching activity ($M=4.299$; $SD=0.842$) and it is closely followed by listening activities ($M=4.274$; $SD=0.890$) and then group exercises. On the other hand, it is evident that the least frequently used teaching activities are respectively online games ($M=3.017$; $SD=1.3$), student presentations ($M=3.308$; $SD=1.060$), and roleplays/simulations ($M=3.423$; $SD=1.046$).

Table 2: Descriptive Statistics – Teaching Activities

	VALID	MISSING	MEAN	STD.DEVIATION	MINUMUM	MAXIMUM
WRITING ACTIVITIES	234	0	3.889	0.952	2	5
LISTENING ACTIVITIES	234	0	4.274	0.890	1	5
READING	234	0	4.299	0.842	1	5
DEBATES AND DISCUSSION	234	0	3.765	1.056	1	5
ROLE PLAYS/SIMULATIONS	234	0	3.423	1.046	1	5
VIDEO MATERIALS	234	0	3.825	0.993	1	5
INTERACTIVE GAMES	234	0	3.466	1.131	1	5
ONLINE GAMES	234	0	3.017	1.300	1	5
STUDENT PRESENTATIONS	234	0	3.308	1.060	1	5
GROUP EXERCISES	234	0	3.966	1.031	1	5

III. Question 3

The **third question** is: Which modes of delivery do you like to work with?

Figure 2: Part II, Question 3: Preferred Modes of Delivery

figure 7
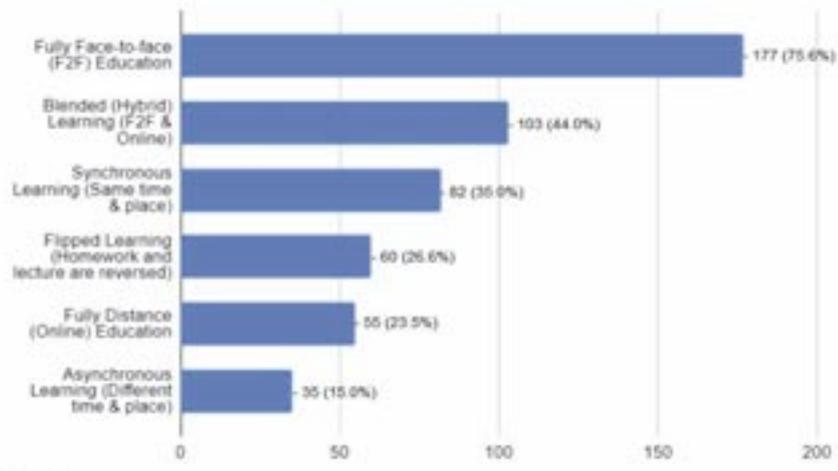
In terms of modes of delivery, there is a clear tendency to prefer synchronous modes of teaching, namely fully face-to-face interaction (75.6%), and blended teaching (44.0%).

Conversely, asynchronous teaching was identified as the preferred method by less than a quarter (15.0%) of the respondents, as well as fully distance interaction (23.5%).

6. Analysis of Part III: Global Education-competence areas

Part III of the online survey consisted of **six questions** (3 multiple-choice grid questions, 2 checkbox questions and 1 open-ended question) that aimed to examine the current practices of English teachers regarding global education topics and respondents'preferences for future teaching activities.

I. Question 1

The **first question** is a multiple-choice grid question, which focuses on the following **10 main areas** of global education, namely:
1. **Society and inequality;** (sometimes 53 %, very often 24%, rarely 22 %, never 1 %).
2. **Interculturality and diversity;** (sometimes 49%, very often 39 %, rarely 11%, never 1 %).
3. **Gender roles and stereotypes;** (sometimes 45 %, very often 18%, rarely 33 %, never 10 %).
4. **Health, sanitation and wellbeing;** (sometimes 43 %, very often 39 %, rarely 15 %, never 3 %).
5. **Religions;** (sometimes 23%, very often 3 %, rarely 41 %,never 34%).
6. **Politics, democracy and active citizenship;** (rarely 37 %,sometimes 32%, very often 13%, never 18%).
7. **Human rights and social justice;** (rarely 20%, sometimes 45 %, very often 29%, never 6 %).
8. **Peace and conflicts;** (rarely 26%, sometimes 41%, never 8%, very often 24%).
9. **Economy, commerce and fair trade;** (rarely 29%, sometimes 42%, never 13%, very often 16%).
10. **Sustainability, environment and renewable energy;** (rarely 13%, sometimes 39%, never 8%, very often 45%).

The respondents were asked to answer how often their teaching activities include the above-mentioned areas of global education and were given the opportunity to choose from one of the following answers: Never, Rarely, Sometimes or Very often. Below is an overview of the respondents' answers:
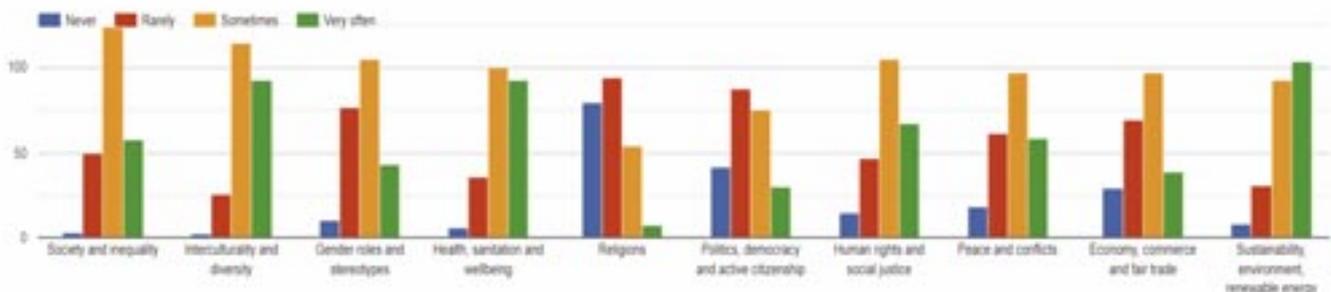

figure 8

When responses were ranked according to mean scores out of a maximum score of 3 (Never: 0, Rarely: 1, Sometimes: 2, and Very Often: 3), it was found that the items with the highest mean scores were respectively interculturality and diversity (M=2.26), Sustainability, environment and renewable energy (M=2.23), and health, sanitation and well-being (M=2.18) (See Figure 1.1).

On the other hand, the global education areas included in language teaching activities at the lowest degree were found to be religion (M=0.95), politics, democracy and active citizenship (M=1.39), and economy, commerce and fair trade (M=1.62).

Figure 9: Mean Scores

How often do your teaching activities include the following areas:		
Areas	Mean Scores (Min: 0 Max:3)	Rank
[Interculturality and diversity]	2.264957265	1
[Sustainability, environment, renewable energy]	2.239316239	2
[Health, sanitation and wellbeing]	2.188034188	3
[Society and inequality]	2.004273504	4
[Human rights and social justice]	1.957264957	5
[Peace and conflicts]	1.833333333	6
[Gender roles and stereotypes]	1.773504274	7
[Economy, commerce and fair trade]	1.623931624	8
[Politics, democracy and active citizenship]	1.397435897	9
[Religions]	0.952991453	10

How often do your teaching activities include the following areas: figure 10
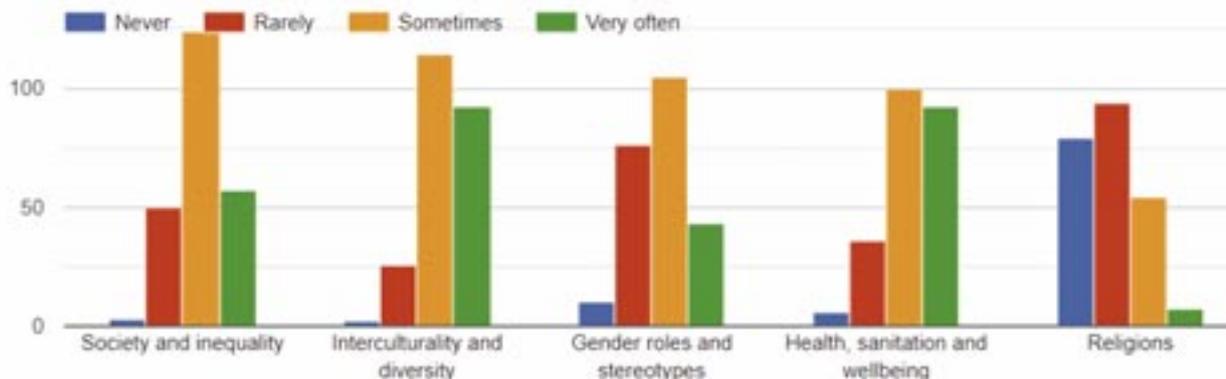
To break down the analyses of the 10 areas in more detail, we continue our analysis by examining the first 5 areas, as shown in **Figure 10** of the previous page:

Figure 2: Part III, Question 1: **First 5 areas**

Society and inequality
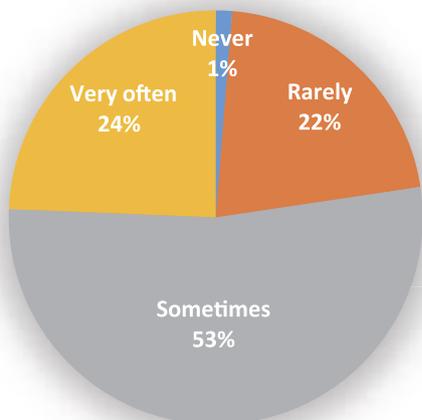
figure 11

Interculturality and diversity
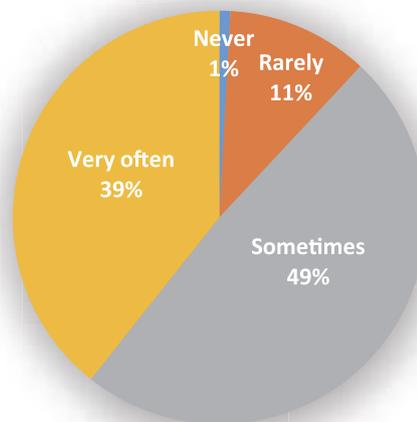
figure 12

Gender roles and stereotypes
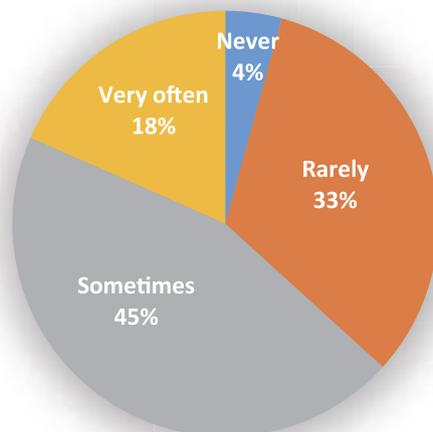
figure 13

Health, sanitation and wellbeing
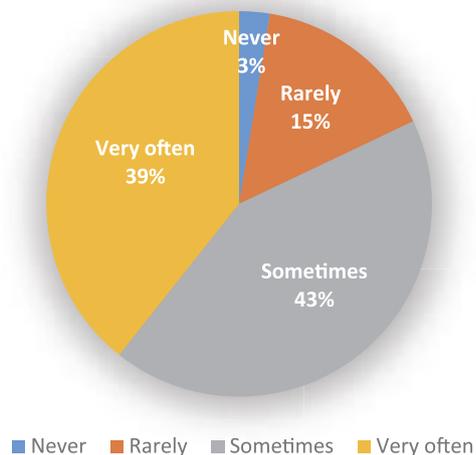
figure 14

Religions
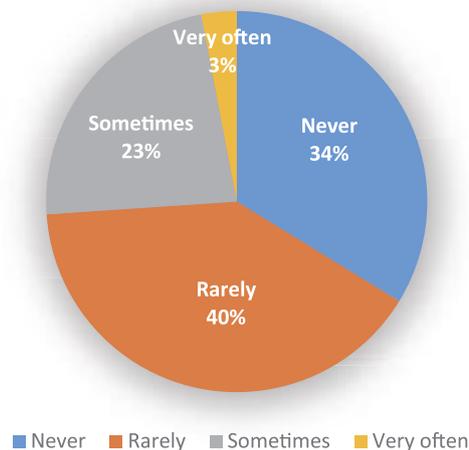
figure 15

The most common answer (100 answers or above out of the total 234), regarding the first 4 areas is 'Sometimes':

1.   Society and inequality; (53 %)
2.   Interculturality and diversity; (49 %)
3.   Gender roles and stereotypes; (45 %)
4.   Health, sanitation and wellbeing. (43 %)

For 3 of these areas: area 1(24 %), 2 (39%)and 4(39%), the second most common answer is: 'Very often'. For 2 of them: area 2(Rarely 11%-Never 1%) and 4(Rarely 15% -Never 3%), the overall percentage of the answers 'Rarely' and 'Never' is less than 1/5, therefore it can be concluded that these 2 areas are covered **satisfactorily** by the current learning approaches. For area 1, which has almost equally answered 'Rarely'(22%) and 'Very often'(24%) sections as a second most common answer and more than half of the answers given to 'Sometimes'(53%), it can be concluded that is

almost satisfactorily covered in the current practices. For area 3 with the prevailing second answer 'Rarely'(33%), it can be said it is covered **slightly satisfactorily**. These results show that albeit on different levels, English teachers include the issues of society, inequality, interculturality and diversity, gender roles, stereotypes, health, sanitation and wellbeing in their teaching activities.

The picture is quite different when analyzing the last section of Figure 22:

5. Religions.

The most common answer for this area is 'Rarely'(41%), closely followed by 'Never'(34%), with both answers covering more than 70 % percent of the respondents' answers.

Given this finding, it can be concluded that this area is **not satisfactorily** covered in the current approaches. This could imply that as a sensitive topic of discussion, teachers may need to be informed on how they should objectively approach this subject during their classes.

Figure 16 below gives graphical information of the second half of the 10 areas:

6.   Politics, democracy and active citizenship;
7.   Human rights and social justice;
8.   Peace and conflicts;
9.   Economy, commerce and fair trade;
10.   Sustainability, environment, renewable energy

Figure 16 - Question 1: Last 5 areas

Politics, democracy and active citizenship

Never 18%
Rarely 37%
Sometimes 32%
Very often 13%
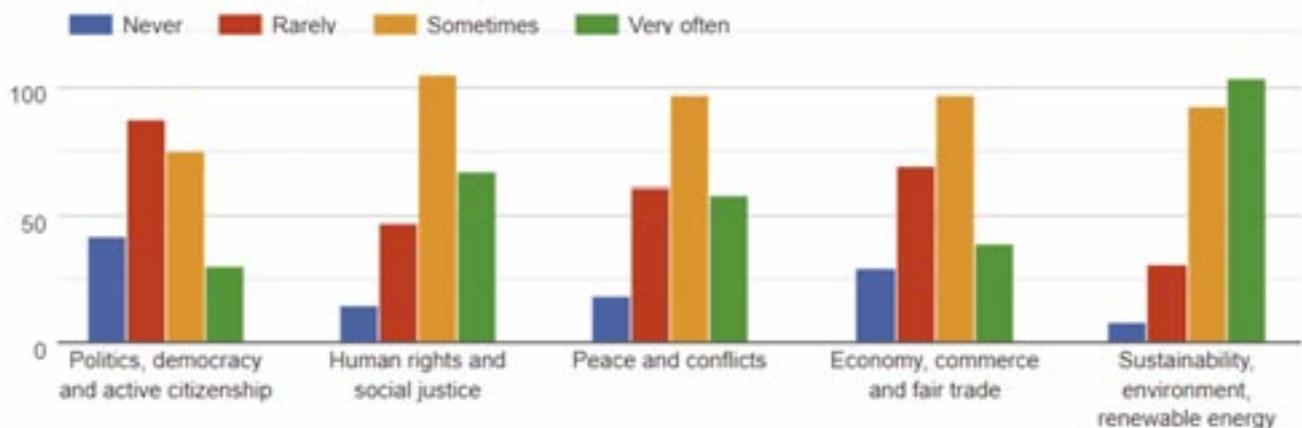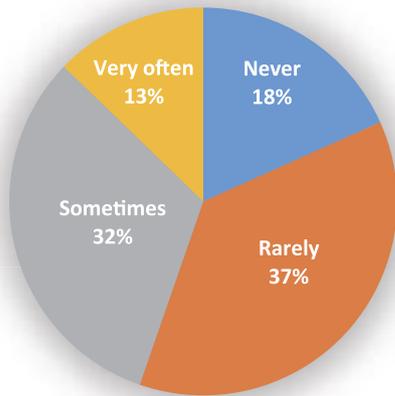
■ Never ■ Rarely ■ Sometimes ■ Very often

figure 17

Human rights and social justice

Never 6%
Rarely 20%
Sometimes 45%
Very often 29%
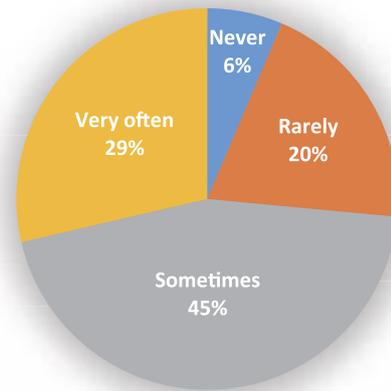
■ Never ■ Rarely ■ Sometimes ■ Very often

figure 18

Peace and conflicts

Never 8%
Rarely 26%
Sometimes 41%
Very often 25%
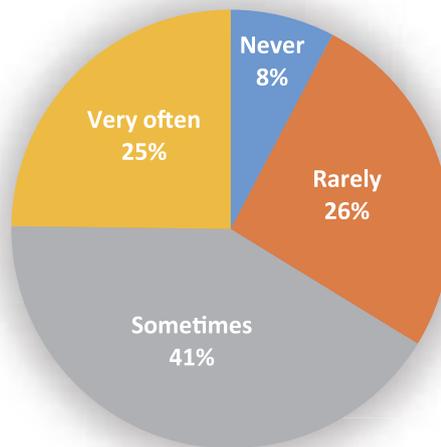
■ Never ■ Rarely ■ Sometimes ■ Very often

figure 19

Economy, commerce and fair trade

Never 12%
Rarely 30%
Sometimes 41%
Very often 17%

■ Never ■ Rarely ■ Sometimes ■ Very often
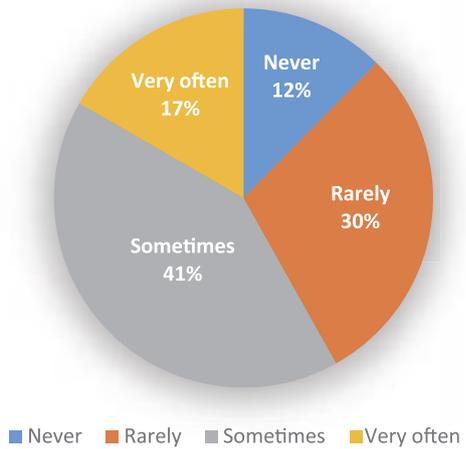
figure 20

Sustainability, environment and renewable energy

Never 4%
Rarely 13%
Sometimes 39%
Very often 44%

■ Never ■ Rarely ■ Sometimes ■ Very often
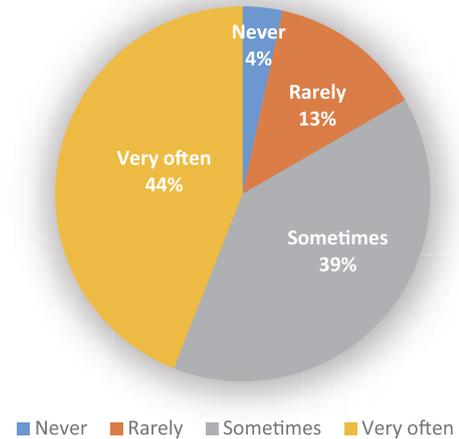
figure 21

The most common answer (97 answers or above out of the total 234) regarding areas 7(45%), 8(41%)and 9(42%) is 'Sometimes'. Area 7 has a prevailing second answer: 'Very often'(29%) and it can be categorized as **satisfactorily** covered. Area 8 has almost equally answered 'Rarely'(26%) and 'Very often'(24%) sections and it can be categorized as **almost satisfactorily** covered, while area 9 has more 'Rarely'(29%) answers than 'Very often'(16%) therefore is covered **slightly satisfactorily**. Area 6 has 'Rarely'(37%) as the most common answer, which together with 'Never'(18%) option form more than 55 % of the answers, therefore it is **not satisfactorily** covered in the current approaches of teaching English language. Area 10, on the other side, with a prevailing answer 'Very often'(45%) can be categorized as **very satisfactorily** covered.

The results show that while, human rights, social justice, peace, conflicts, sustainability, environment, renewable energy, economy, commerce and fair trade are covered in English teachers' teaching activities, politics, democracy and active citizenship are not included as much.
This is in line with the previous findings of the lack of coverage in religions; topics such as religion and politics may somewhat be omitted in teaching activities due to their social and cultural sensitivities. As such, they may need to be understood better by the teachers to gain more in-class inclusion.

To sum up, a 5-level category is developed to measure the areas and their coverage in the current English teaching approaches, namely:

1. **Not satisfactorily** covered: area 5 and 6
2. **Slightly satisfactorily** covered: area 3 and 9
3. **Almost satisfactorily** covered: area 1 and 8
4. **Satisfactorily** covered: area 2, 4 and 7
5. **Very satisfactorily** covered: area 10

It can be concluded that areas 1, 3, 5, 6, 8 and 9 are **below satisfactorily** covered with a special warning for areas 5 and 6.

II. Question 2

The **second question** is another multiple-choice grid question, which focuses on the same **10 main areas** of Global education, analyzed in Question 1 of the survey:

1.   Society and inequality;
2.   Interculturality and diversity;
3.   Gender roles and stereotypes;
4.   Health, sanitation and wellbeing;
5.   Religions;
6.   Politics, democracy and active citizenship;
7.   Human rights and social justice;
8.   Peace and conflicts;
9.   Economy, commerce and fair trade;
10.   Sustainability, environment, renewable energy.

The respondents were asked to answer how important they consider teaching about the above-mentioned areas of Global education and were given the opportunity to choose from a scale of 1 to 5 (1 - Not important; 5 - Very important). In the next page there is an overview of the respondents' answers:
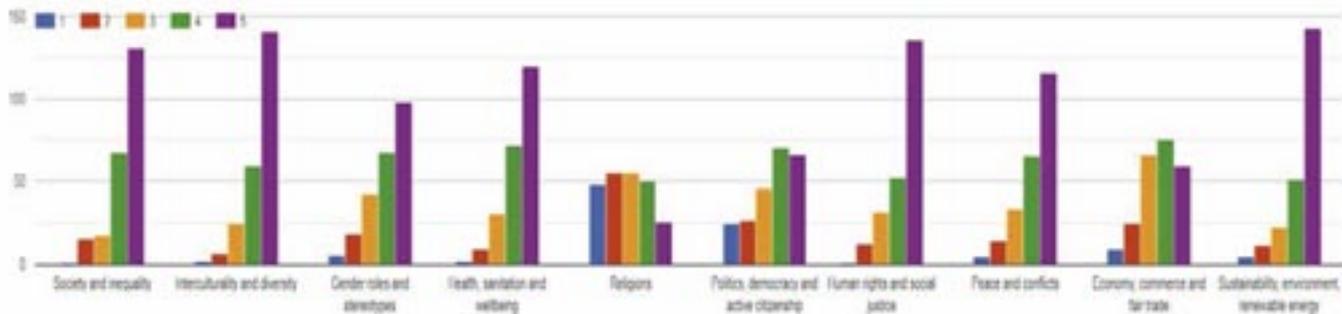
figure 22

When responses were ranked according to mean scores out of a maximum score of 5 (1- Not important; 5 - Very important), it was found that the items with the highest mean scores were respectively interculturality and diversity (M=4.41), sustainability, environment and renewable energy (M=4.35), society and inequality (M=4.33) and human rights and social justice (M=4.32). On the other hand, the global education areas considered least important were found to be religions (M=2.79) and politics, democracy and active citizenship (M=3.53).

Figure 23: Mean scores

How important do you consider to teach about the following topics:		
Areas	Mean Scores (Min: 1 Max: 5)	Rank
[Interculturality and diversity]	4.41025641	1
[Sustainability, environment, renewable energy]	4.346153846	2
[Society and inequality]	4.333333333	3
[Human rights and social justice]	4.320512821	4
[Health, sanitation and wellbeing]	4.277777778	5
[Peace and conflicts]	4.166666667	6
[Gender roles and stereotypes]	3.995726496	7
[Economy, commerce and fair trade]	3.641025641	8
[Politics, democracy and active citizenship]	3.534188034	9
[Religions]	2.790598291	10

To break down the analyses of the 10 areas in more detail, we will continue our analysis by examining the first 5 areas, as shown in Figure 24 below:

How important do you consider to teach about the following topics? (1 - Not important; 5 - Very important)
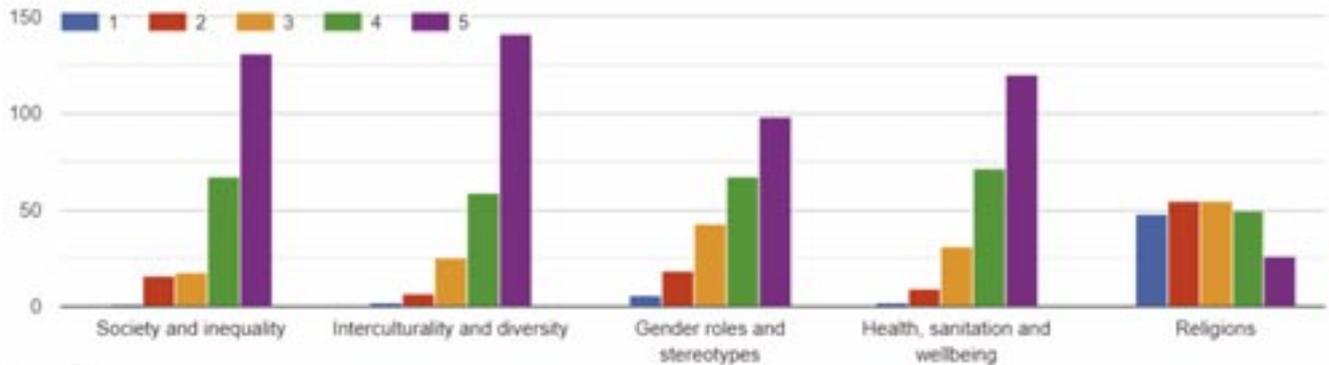
figure 24

Society and inequality

1,0%
2,7%
3,8%
4,29%
5,56%
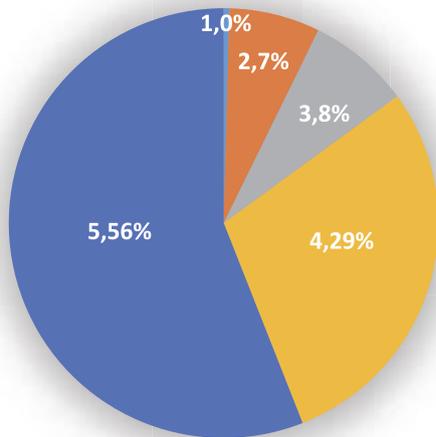
■ 1 ■ 2 ■ 3 ■ 4 ■ 5

figure 25

Interculturality and diversity

1,1% 2,3%
3,11%
4,25%
5,60%
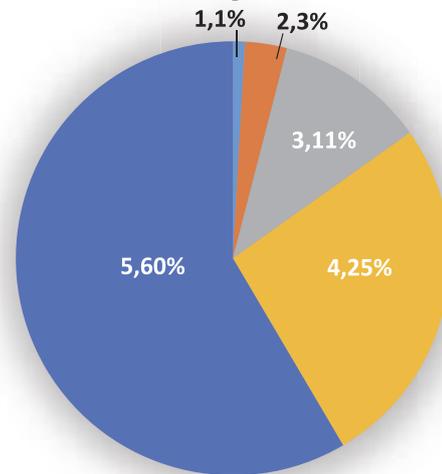
■ 1 ■ 2 ■ 3 ■ 4 ■ 5

figure 26

Gender roles and stereotypes

1,3%
2,8%
3,18%
4,29%
5,42%

■ 1 ■ 2 ■ 3 ■ 4 ■ 5
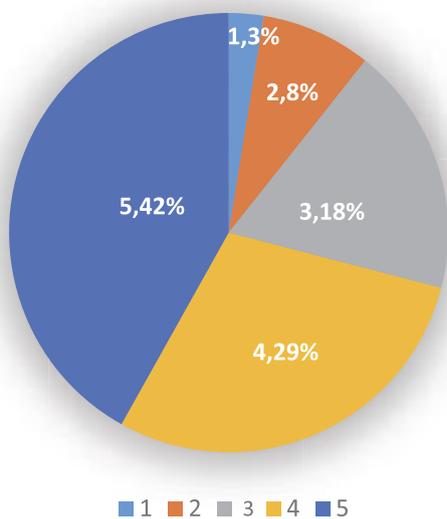
figure 27

Health, sanitation and wellbeing

1,1%
2,4%
3,13%
4,31%
5,51%

■ 1 ■ 2 ■ 3 ■ 4 ■ 5
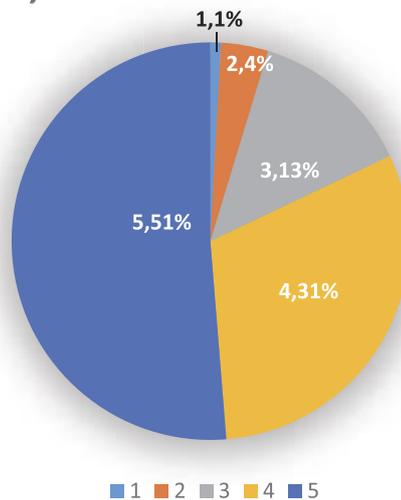
figure 28

Religions

1,21%
2,23%
3,24%
4,21%
5,11%

■ 1 ■ 2 ■ 3 ■ 4 ■ 5
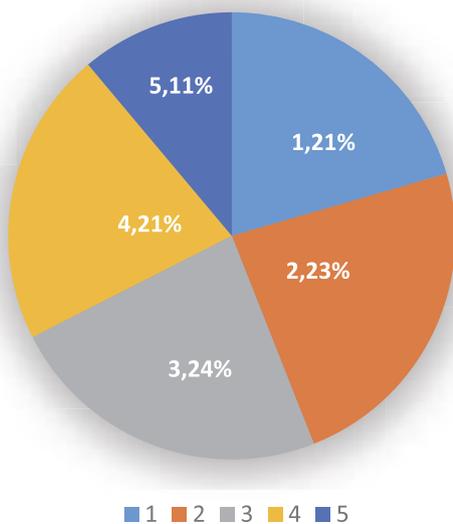
figure 29

The most common answer (98 answers or above out of the total 234) regarding the first 4 areas is '**Very important**':

1. Society and inequality;
2. Interculturality and diversity;
3. Gender roles and stereotypes;
4. Health, sanitation and wellbeing.

The second most common answer of the above-mentioned areas is the scale 4, therefore it can be concluded that most respondents considered these 4 topics as **very important**.

The picture is quite different when analyzing the last section of Figure 22:

5. Religions.

The most common answers for this area are the scales 2 and 3, closely followed by 1 and 4, with scale 'Very important' given by less than 12 % of the respondents. Therefore, it can be concluded that this area is mostly considered as **not so important** to respondents in the given context.
This finding could also explain why religion was found to be not included as a teaching activity topic in the analysis of the Question 1, meaning teachers may not find the topic important enough to involve it in their in-class teachings.

Figure 30 below gives graphical information of the second half of the 10 areas:
6. Politics, democracy and active citizenship;
7. Human rights and social justice;
8. Peace and conflicts;
9. Economy, commerce and fair trade;
10. Sustainability, environment, renewable energy

figure 30

Politics, democracy and active citizenship

1,11%
2,11%
3,20%
4,30%
5,28%

1 2 3 4 5
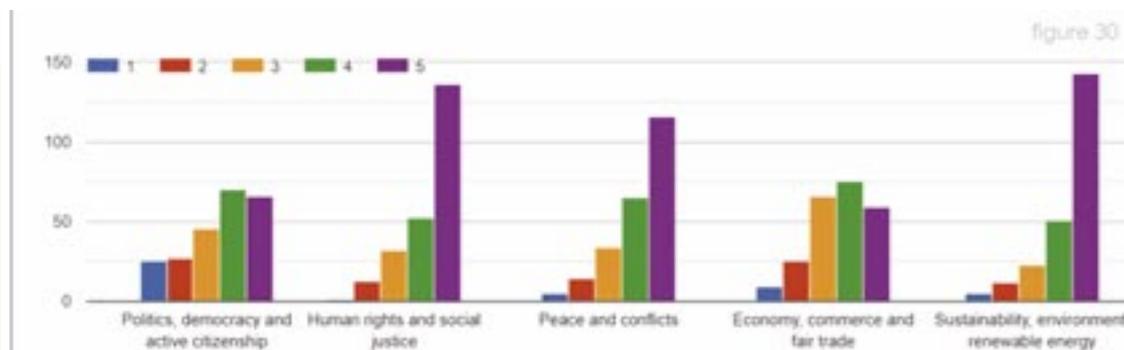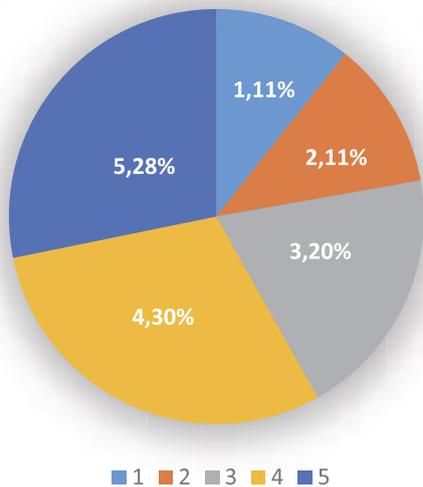
figure 31

Human rights and social justice

1,0%
2,6%
3,14%
4,22%
5,58%

1 2 3 4 5
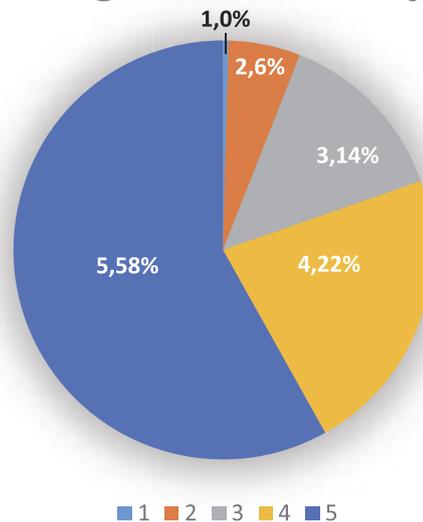
figure 32

Peace and conflicts

1,2%
2,5%
3,13%
4,26%
5,54%

1 2 3 4 5
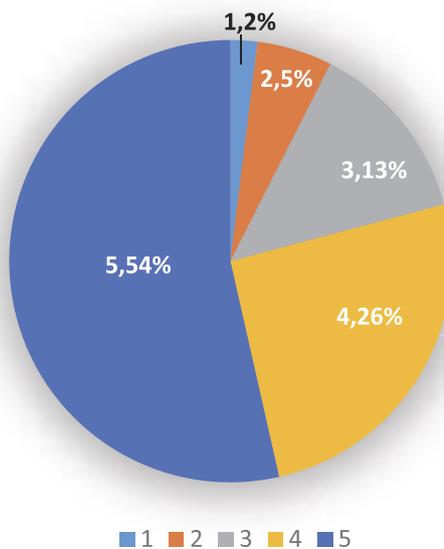
figure 33

Economy, commerce and fair trade

1,4%
2,11%
3,28%
4,32%
5,25%

■1 ■2 ■3 ■4 ■5
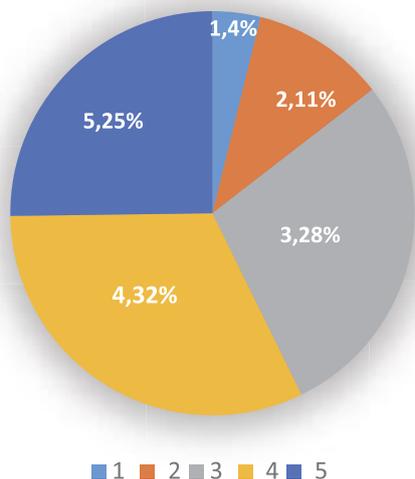
figure 34

Sustainability, environment and renewable energy

1,3%
2,8%
3,15%
4,34%
5,40%

■1 ■2 ■3 ■4 ■5
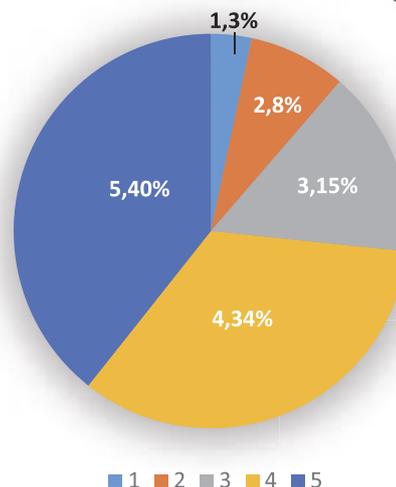
figure 35

The most common answer (116 answers or above out of the total 234) regarding the areas 7, 8 and 10 is '**Very important**'. For these areas, the second most common answer is the scale 4, so it can be concluded that these areas are considered **very important** to respondents. Areas 6 and 9 have the scale 4 as a most common answer, followed by 5, so it can be said that these topics are regarded as important. To sum up, a 3-level category is developed to measure the importance of the selected Global education areas, namely:

1. **Not so important**: area 5
2. **Important**: area 6 and 9
5. **Very important**: area 1, 2, 3, 4, 7, 8 and 10

It can be concluded that all areas except 5 are considered important with a special focus on areas 1, 2, 3, 4, 7, 8 and 10.

III. Question 3

The third question is a checkbox type question, which focuses on the skills that learners can develop through the English educators' teaching practices.
The respondents had to choose from the following skills and/or add their own option:

1. Recognizing stereotypes and prejudices
2. Changing perspectives
3. Intercultural communication
4. Dealing with complexity / contradictions
5. Media literacy
6. Decision-making
7. Creativity
8. Teamwork and cooperation
9. Critical thinking
10. Empathy
11. Self-reflection

Which of the following skills can your learners develop through your teaching practice?
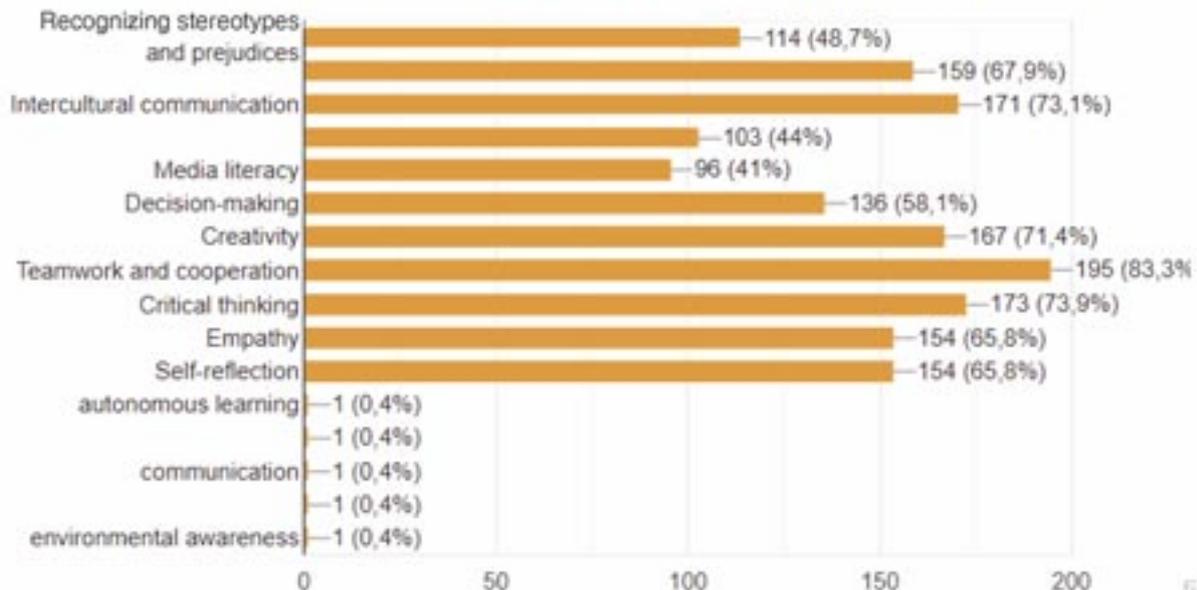
figure 36

Overall, 5 options different from the preset ones were added individually by respondents, namely:

1. Autonomous learning
2. Inequality, racism, child labor, topics concerning general science, social media & mental health
3. Communication
4. Time management, learning methods
5. Environmental awareness

Answer 1 provides the concept of autonomous learning which is defined by Betts and Knapp (1981) as "*one who solves problems or develops new ideas through a combination of divergent and convergent thinking and functions with minimal external guidance in selected areas of endeavor.*" In fact, educators have welcomed the idea of autonomous learning long time ago, but the new technology today has given the opportunity to finally accomplish it.

That is why autonomous learning is often referred to as the future of education and through it learners can develop the skills of self-reflection as well as critical and creative thinking. Therefore it can be concluded that this option is more of a process that develops certain skills, enumerated in the predefined options, rather than a skill itself.

Answer 2 can be defined as enumerated global topics rather than skills that the learners can develop.

Answer 3 is partially mentioned in the predefined option 3. In fact, the respondent gives a more general idea of the same skill.

Answer 4 provides the idea of time-management skills and is a valuable option for further analyses.

Answers 5 is more of a knowledge and mindset, rather than a skill.

Each of the above-mentioned options was chosen a single time, so each constitutes 0.4 % of the overall answers, therefore can be treated as negligible.

Figure 37 outlines the results without these extra options.

Question 3

Legend:
- Recognizing stereotypes and prejudices
- Changing perspectives
- Intercultural communication
- Dealing with complexity / contradictions
- Media literacy
- Decision-making
- Creativity
- Teamwork and cooperation
- Critical thinking
- Empathy
- Self-reflection
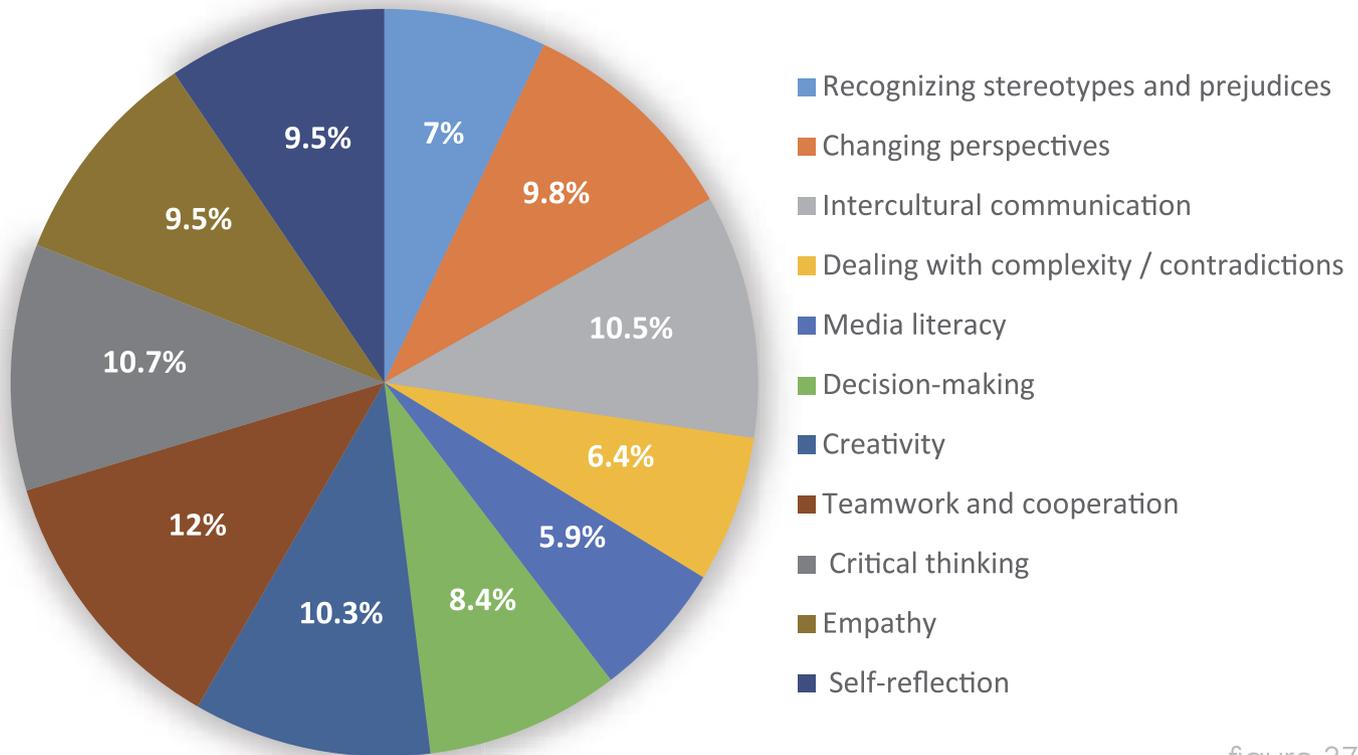
figure 37

As shown in Figure 7, 8 of the skills (skill 2, 3, 6, 7, 8, 9, 10, 11) were chosen by more than 50 % of the respondents. 4 of them (3, 7, 8 and 9) constitute more than 10 % of the answers, therefore it can be concluded they are **most often developed** with the current English teaching practices. The rest of the skills from that group (2, 6, 10 and 11) can be categorized **often developed**.

Those skills which were chosen by less than 50 % of the respondents (skill 1, 4 and 5) can be categorized as **not often developed** with the current approaches, implying that recognizing stereotypes and prejudices, dealing with complexity/contradictions and media literacy may require different approaches to be developed,

To sum up, the following measure was chosen to evaluate the scale to which the abovementioned skills are developed through the current English educators' teaching practice:

1. **Not often developed**: skill 1, 4 and 5
2. **Often developed**: skill 2, 6, 10 and 11
3. **Most often developed**: skill 3, 7, 8 and 9

IV. Question 4

The fourth question is another checkbox type question, which focuses this time on the skills that English teachers would you like to develop even more in their learners.
The respondents had to choose maximum 5 from the following skills and/or add their own option:

1.	Intercultural communication	2.	Dealingwith complexity /contradictions
3.	Media literacy	4.	Decision-making
5.	Creativity	6.	Teamwork and cooperation
7.	Critical thinking	8.	Empathy
9.	Self-reflection		

Which of the following skills would you like to develop even more in your learners? Please choose max. 5!
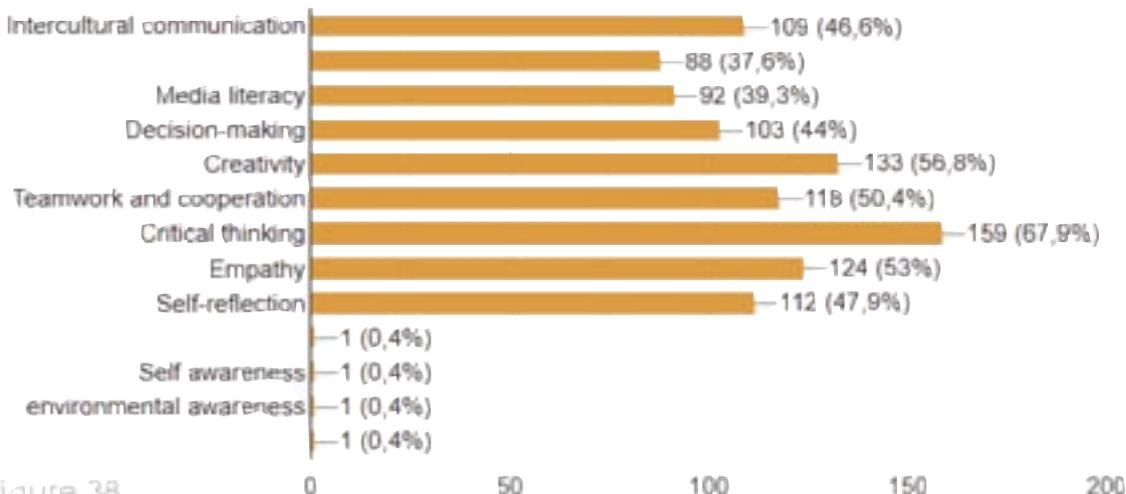
figure 38

Question 4

figure 39

- Intercultural communication
- Dealing with complexity / contradictions
- Media literacy
- Decision-making
- Creativity
- Teamwork and cooperation
- Critical thinking
- Empathy
- Self-reflection
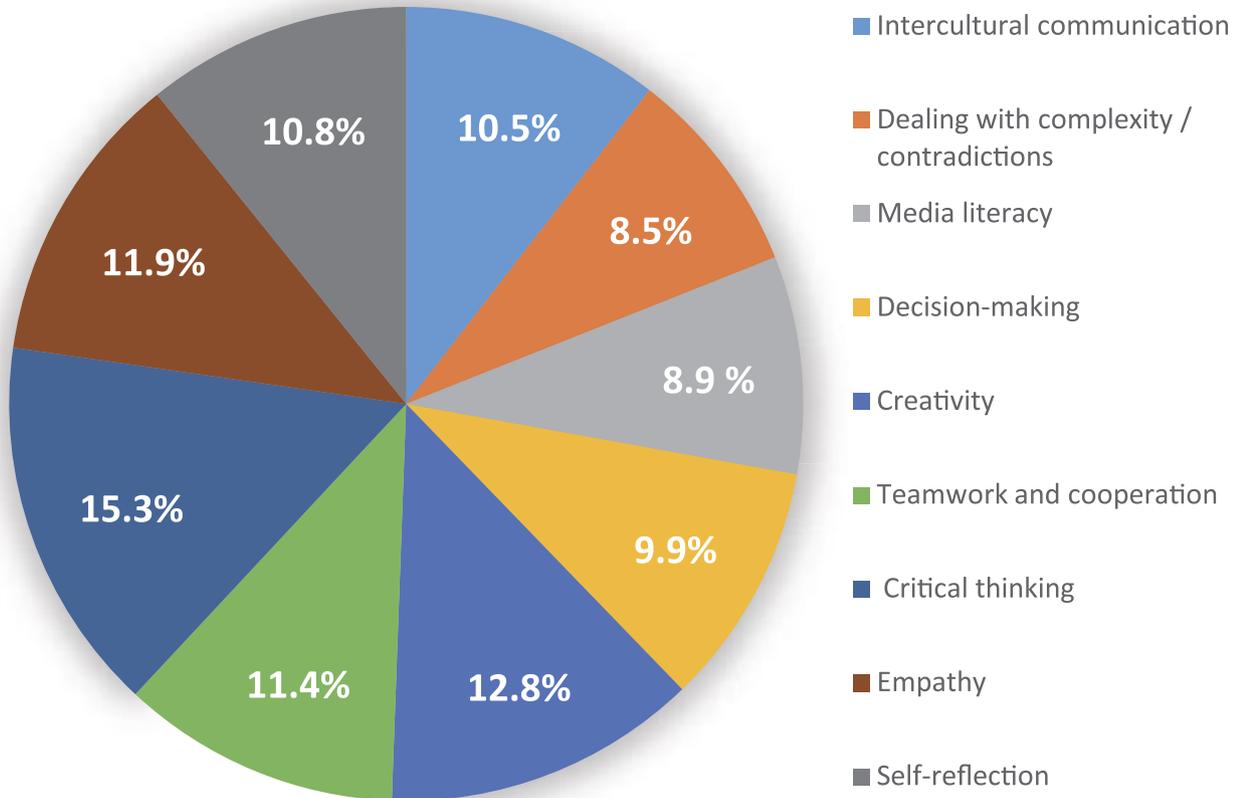
Overall, 4 options different from the preset ones were added individually by respondents, namely:

1.   Autonomous learning, self-directed learning
2.   Self-awareness
3.   Environmental awareness
4.   Communication and argumentative skills, leadership

Answer 1 and 2 are the same option mentioned in the additional answers for Question 3 of the survey and the same respective analyses should be applied.

Answer 3 is again more of a knowledge and mindset, rather than a skill itself.

Answer 4 is partially mentioned in option 1 of the predefined answers and the idea of argumentative skills and leadership is valuable extra option for further analyses.

Each of the above-mentioned options was chosen a single time, so each constitutes 0.4 % of the overall answers, therefore can be treated as negligible. Figure 8.1 outlines the results without these extra options.

As shown in Figure 38 of the skills (skill 5, 6, 7, 8) were chosen by more than 50 % of the respondents. One of them (skill 7) was chosen by more than 65 % of them, therefore it can be concluded it is **most often wanted to be developed**. The rest of the skills, chosen by more than 50 % of the respondents (5, 6 and 8) can be categorized **often wanted to be developed**.

Those skills, which were chosen, by less than 50 % of the respondents (skill 1, 2, 3, 4 and 9) can be categorized as **not often wanted to be developed**.

To sum up, the following measure was chosen to evaluate the scale to which English language teachers would like to develop the abovementioned skills in their learners:

1. **Not often wanted to be developed**: skill 1, 2, 3, 4 and 9
2. **Often wanted to be developed**: skill 5, 6 and 8
3. **Most often wanted to be developed**: skill 7

V. Question 5

The **fifth question** is a multiple-choice grid type which focuses on the following **6 main values and attitudes** that respondents were asked to rank from "Not important" to "Very important" to transfer to their learners:
1. Self-respect and self-esteem
2. Respect for others
3. Open – mindedness
4. Social responsibility & Solidarity
5. Proactivity in the community
6. Environmental responsibility

Which of the following values and attitudes do you find important to transfer to your learners? (1 - Not important; 5 - Very important)
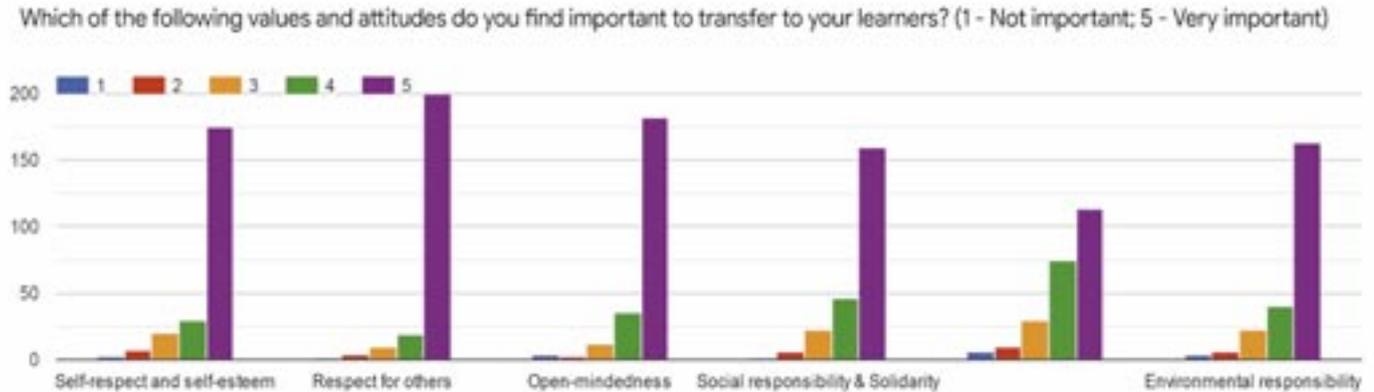
figure 40

When responses were ranked according to mean scores out of a maximum score of 5 (1 - Not important; 5 - Very important), it was found that the items with the highest mean scores were respect for others (M=4.76) and open-mindedness (M=4.67) (See Figure 9.1). On the other hand, the value at the lowest degree was found to be proactivity in the community (M=4.19).

Which of the following values and attitudes do you find important to transfer to your learners:		
Areas	Mean Scores (Min: 0 Max: 5)	Rank
[Respect for others]	4.764957265	1
[Open-mindedness]	4.670940171	2
[Self-respect and self-esteem]	4.576923077	3
[Social responsibility & Solidarity]	4.521367521	4
[Environmental responsibility]	4.512820513	5
[Proactivity in the community]	4.192307692	6

figure 41

Main values and attitudes to transfer to learners were listed and the respondents were asked to rate their importance (5 = high importance – 1= low importance).

As the most important values and attitudes to transfer to learners were assessed "Respect for others" and "Open – mindedness". In general, all of the six listed values were rated quite similarly by the respondents (234).

Below are the results from each part of the question.

Question 5, Part 1 "Self-respect and self-esteem"

	Total number (n.) of respondents	High importance 5		4		3		2		Low importance 1	
		n.	%	n.	%	n.	%	n.	%	n.	%
Self-respect and self-esteem	234	175	74,79%	30	12,82%	20	8,55%	7	2,99%	2	0,85%

Question 5, Part 2 "Respect for others"

	Total number (n.) of respondents	High importance 5		4		3		2		Low importance 1	
		n.	%	n.	%	n.	%	n.	%	n.	%
Respect for others	234	200	85,47%	19	8,12%	10	4,27%	4	1,71%	1	0,43%

Question 5, Part 3 "Open – mindedness

	Total number (n.) of respondents	High importance 5		4		3		2		Low importance 1	
		n.	%	n.	%	n.	%	n.	%	n.	%
Open mindedness	234	182	77,78%	35	14,96%	12	5,13%	3	1,28%	2	0,85%

Question 5, Part 4 "Social responsibility & Solidarity"

	Total number (n.) of respondents	High importance 5		4		3		2		Low importance 1	
		n.	%	n.	%	n.	%	n.	%	n.	%
Social responsibility & Solidarity	243	159	67,95%	46	19,66%	22	9,4%	6	2,56%	1	0,43%

Question 5, Part 5 "Proactivity in the community

	Total number (n.) of respondents	High importance 5		4		3		2		Low importance 1	
		n.	%	n.	%	n.	%	n.	%	n.	%
Proactivity in the community	234	113	48,29%	75	32,05%	30	12,82%	10	4,27%	6	2,56%

Question 5, Part 6 "Environmental responsibility

	Total number (n.) of respondents	High importance 5		4		3		2		Low importance 1	
		n.	%	n.	%	n.	%	n.	%	n.	%
Environmental responsibility	234	163	69,66%	40	17,09%	22	9,4%	6	2,56%	3	1,28%

VI. Question 6

The last question is an open-ended question where respondents are invited to share their favorite sources/websites, online publications; handbooks etc. from where they often get inspiration and use it for their lessons.

Most participants shared similar digital resources such as video-based platforms or tools by international publishing houses and organizations. See Appendix # for a full list of responses.

Appendix
Onestepenglish   *https://www.onestopenglish.com*
https://tc2.ca/ https://en.unesco.org/covid19/educationresponse/solutions https://www.oecd.org/education/fostering-students-creativity-and-critical-thinking-62212c37-en.htm
Oxford reading Club   *https://www.oxfordreadingclub.jp/*
Cengage Learning   *https://www.cengage.co.uk/*
Youtube   *https://www.youtube.com/*
TED-ed - https://ed.ted.com/   *Khan Academy - https://www.khanacademy.org/*   *British Council - https://www.britishcouncil.bg/en*   *BBC - https://www.bbc.co.uk/learningenglish/*
Filmenglish - https://film-english.com/   *Cambridge - https://www.cambridgeenglish.org/*   *intercultural learning*

Oxford University Press Material
The texts on gender and social problems in ESLLibrary.com
https://www.thecanadianencyclopedia.ca/en, https://www.nationalgeographic.com, https://www.history.com/topics, https://learnenglishteens.britishcouncil.org, and similar
Pinterest, tpt,
Ruptly/CNN freedom project
Grammar books - Pearson Longman
What if (on facebook)
Ted x talks, Kahoot!, googleclassroom, visuals, videos on YouTube
www.wordwall.net
TED, Coursera, etc.
Press Reader
Yes, www.languages on line.it
https://www.teachingenglish.org.uk/
Ashoka website for discussions about global problems, publications about ecocriticism
The story of stuff project, TedTalks, NatGeo educational materials, and all authentic websites and other resources that I come across online that could suit my learners
BBC Learning English, E-News
https://sugender.sabanciuniv.edu/tr/mor-sertifika
21st century communication skills-tedtalks national geographic- critical thinking amd speaking/ reading books/ onestopenglish.com /

Learn English Teens / https://www.ielts-exam.net/

https://www.liveworksheets.com/

https://en.islcollective.com/

I often use websites for vocabulary exercises, such as memrise.com

Nearpod flipgrid

https://ideas.ted.com/ ; https://www.salon.com/

Websites

https://www.sciencenewsforstudents.org/, https://cdn.psychologytoday.com/us

Teachthis.com

https://www.youtube.com/user/TEDEducation /
https://www.youtube.com/user/DNewsChannel/
http://www.onestopenglish.com/ https://www.teachingenglish.org.uk/

wardwall, genialy

www.open-minds.it

12 rules for life. By Jordan Peterson.

BBC news /VOA / Instagram (green peace / Coşkun Aral / Selçuk Şirin/ İlber Ortaylı) Time Magazine / Guerdian / YouTube song lyrics Karaoke / educational videosTravel links

englishclub.com

Publishers webinars / gamification

Macmaillian,

News articles

Padlet.com

I do not have one specific source. I read extensively and incorporate materials as I encounter them.

National Geographic, TED Talks

www.etwinning.net

Linguahouse

British Council; BBC; Filmenglish

TED talks, TEDed, curiositydaily.com
Oxford learning
No, I don't have favourite sources
Youtube, psychologytoday, foreignpolicy, economist
ESL brains
The books I studied at school and at the University, other books from the library or lent me by my collegues
Life by Paul Dummet
http://www.freecollocation.com/search?word=Knowledge
Youtube, Youglish, NGL English Learning, Voscreen, Tesl-Ej ...
I usually use National Geographic-related resources as well as the websites of BBC, British Council and the online publications provided by the institution itself.
https://sustainabledevelopment.un.org/topics; https://www.teachingenglish.org.uk/sites/teacheng/files/pub_GlobalCitizenv2.pdf; https://sustainabledevelopment.un.org/?menu=1300;
I follow some instagram accounts and youtube channels.
Ted videos, online newspapers, science-hub
The Jackbox Party pack game collection
IELTS Masterclass Coursebook, IELTS Graduation Coursebook, Perfect English Grammar (website), BBC, IELTS Liz, Ielts-simon.com
Macmillan bbc wordwall
I often use and visit websites such as: TED.com, teachesrpayteachers, oxford resource webs for teachers and learners, blogs.
'Family and Friends'
newsweek and bbc
British council

7. List of shared links and resources

HI-GLOBE PROJECT

WEBSITE HI-GLOBE
FACEBOOK PAGE Hi-Globe - Home
TWITTER hi.globe (@hi_globe)
INSTAGRAM @hi.globe

PARTNERSHIP CONTACTS

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@: pelikan@skolapelican.com
W: www.skolapelican.com

PROMIMPRESA — Italy
@: euprojects@promimpresa.it
W: www.promimpresa.it

EUROPEAN CENTRE FOR QUALITY Ltd. (ECQ) — Bulgaria
@: office@ecq-bg.com
W: www.ecq-bg.com

PROMOZIONE INTERNAZIONALE SICILIA-MONDO (PRISM) — Italy
@: info@associazioneprism.eu
W: www.associazioneprism.eu

FOUNDATION FOR THE DEVELOPMENT OF INTERNATIONAL
AND EDUCATIONAL ACTIVITY (FRAME) — Poland
@: fundacjaframe@wp.pl
W: www.euframe.eu

RESOURCES

ERASMUS+ PROGRAMME Erasmus+ | EU programme for education, training, youth and sport
EPALE EPALE | Electronic Platform for Adult Learning in Europe
GLOBAL EDUCATION RESOURCES Global Education Resources
MULTILINGUALISM Multilingual classrooms | Education and Training
CLIL Content and Language Integrated Learning (CLIL) at school in Europe
RESOURCES FOR TEACHERS Resources for teachers | European Union
EU LEARNING CORNER Learning Corner | Teaching material, games and much more about the European Union and its activities, for teachers, children and teenagers
ADULT LEARNING EU POLICIES EU policy in the field of adult learning | Education and Training
EUROPEAN CENTRE FOR MODERN LANGUAGES OF THE COE ECML/CELV > Home

8.Conclusion

This study was implemented as a part of the HI-GLOBE project that aims to enhance the potential of English language learning for Global Educational purposes, targeting adult English language learners and English language teachers, instructors, educators and tutors.

The first phase of the project is dedicated to conducting research aimed at analysing the current practices, attitudes and approach of English teachers, educators, instructors and tutors regarding Global Educational methodologies. The research aimed to collect and identify currently used practices and also discover the willingness and interest of educators to increase their professional and personal capacities to adapt English teaching to Global Education purposes. The first phase of the research was conducted in collaboration with 6 partner institutions in 5 countries. The participants with female teachers dominating the sample were almost equally distributed with at least 25 representative participants from each partnering country. A total of 234 participants were from diverse backgrounds

in terms of their years of experience and size of their classrooms but almost equally distributed into two main categories as teachers teaching young learners and those teaching adults while only a minority group of participants reported teaching very young learners in the pre-school group.

One of the major aims of the study was to find out participant teachers' effective and preferred teaching methods, and the results indicated critical findings regarding the design of a learning module encompassing both content and methodology as found out during the surveying phase. To this end, the study concluded that participants were quite familiar with such recent teaching methods and approaches as task-based language teaching (TBLT) and content and language-integrated learning (CLIL). This showed that a potential design of a new learning platform does not have to include separate training on those methods and approaches and teachers who will be teaching English by using those modules will be quite familiar with the methodology. On the other hand, it was among the findings that less than half of the participants were familiar with global education (GE) which indicates that learning modules should provide preparation activities for teachers in the form of teacher's guide and notes. Secondly, the teachers as participants of the study reported the use of some conventional activities including listening and reading activities followed by group activities when teaching English, while online games, student presentations, and role-plays were among the least commonly used teaching activities. They also reported using debates, video materials, and writing activities to some extent. Therefore, it is possible to conclude that language teachers still use quite conventional activities while they do not spend much time on several activities which would make it possible to help learners use the language actively rather than being exposed to it in a more passive fashion. This indicates that the learning modules to be developed should also help teachers to integrate more recent teaching activities into their teaching practices, and it is also evident that teachers need guidance and training on the use of teaching activities including digital content.

Moreover, the participants were asked about their preferred mode of delivery since the survey was distributed along with the pandemic of COVID-19 and it is possible that the learning modules would need to be implemented partially or fully online. It was also important to see whether there had been a tendency toward one particular mode of delivery such as fully face-to-face education or

fully distance education. It was found out that the majority of the participants were quite in favor of fully face-to-face education similar to other recent studies, while only a quarter of the participants reported their preference for fully distance education. It was also evident that almost half of the participants preferred a combination of both in the form of blended learning. Considering the resistance against integrating online activities into classroom practices reported in the studies completed before the outbreak, it was promising to see a tendency toward distance education. This indicated that the learning modules could be designed to be implemented through a combination of both face-to-face and online education as the mode of delivery.

Another aim of the study was to examine the practices of English teachers concerning global education topics and the importance they attribute to each topic. The results of the analyses showed that concerning global education, while the issues of interculturality, diversity, sustainability, environment and renewable energy were most frequently included as topics of teaching and discussion in classes, the issues of religion, politics, democracy and active citizenship were not covered to satisfaction. Moreover, when teacher preferences in terms of teaching topics were considered, a similar trend was seen, where teachers attributed high importance to interculturality, diversity, sustainability, environment and renewable energy as topics to be included in class while the issues of religion, politics, democracy and active citizenship were not seen as vital class topics by teachers. The omittance of religion, politics, democracy and active citizenship could have various

implications; it could be that topics such as religion and politics may be excluded from teaching activities due to their social and cultural sensitivity. As such, they may need to be understood better so that they can be objectively approached during classes by the teachers.

The study also aimed to look at the skills that learners and English teachers wanted to develop through classes and teaching activities. The results showed that intercultural communication, creativity, teamwork, cooperation and critical thinking were regarded as the skills that were mostly developed through classes. This is in line with the previous findings of interculturality, diversity and sustainability being frequently included as discussion points in class and also being attributed importance by the teachers, as the development of intercultural communication, creativity, teamwork, cooperation and critical thinking skills directly affect the mentioned topics of discussion. The teachers were also asked to comment on which skills they would like to further develop in their learners. Their answers revealed that the skill that they would like their learners to develop the most was critical thinking, which is one of the vital 21st century skills that all individuals should develop in order to survive in the new era. The results also showed that recognizing stereotypes & prejudices and dealing with complexity & contradictions were the skills that were least developed through classes and considered not as crucial as other skills for learners to embrace. Here, similar to the omittance of politics and religion as in-class topics, somewhat complex and sensitive skills were not focused on in skill development as well.

Moreover, the study examined the values that English teachers wanted their learners to internalize throughout their education. The results showed that though their importance differed amongst themselves, all the values of self-respect, self-esteem, respect for others, open-mindedness, social responsibility & solidarity, proactivity in the community and environmental responsibility were seen as crucial for learners to embrace. This finding is a positive one, since these values represent personal, societal and environmental sensitivities, allowing learners to be receptive towards themselves, others and the planet.

This study aimed to enhance the potential of English language learning for Global Education purposes, and the results showed that in terms of language teaching, though there are many satisfactory developments in education concerning global education, there is also a substantial room for development. One point that needs to be worked on for language teaching is the revision of teaching methods; with the advent of open source information and a plethora of digital tools for learning, teachers must adapt to new technologies while remaining aware of and in the know on global issues. They should get to know the world better by following international agendas on education, economics, sustainability and interculturality, and thus integrate global issues into their courses in a way that supports the current, hybrid methods of teaching. They should also make sure that they cover a variety of topics for personal, academic and professional development in their classes, even if some of these topics are sensitive and/or difficult to talk about. In short, teachers should become the leaders of global education and in teaching language they should also teach international topics, intercultural values and an awareness of the world.

HI-GLOBE

Highlighting the Potential of English Language Learning for Global Education Purposes