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**TURKISH EFL LECTURERS' OPINIONS ON GLOBAL ISSUES IN
LANGUAGE TEACHING AT TERTIARY LEVEL**

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MASTER OF ARTS

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DEDICATION



To those who are dedicated to teaching and research...

ETHICS DECLARATION

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Thesis Title: Turkish EFL Lecturers' Opinions on Global Issues in Language Teaching at Tertiary Level

I hereby declare that;

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I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

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The work of art in this thesis is original.

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05/07/2021

Sezai ÖZEL

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PREFACE

Globalization of the world has made English the global medium of communication. This has not made a way for ever increasing the demand for learning but also assigned English as a tool to be closely linked with a global attention in terms of issues effecting the world. The world is affected by issues such as global warming, poverty, pandemic, destruction of nature and so on. Consequently, the issues have a wider impact on the mutual interaction between the world and the humanity. Also, since these issues need particular attention, the importance of touching upon them globally seems a disputable fact to promote the future of the earth by raising awareness among citizens living all around the world. To this end, integration of English and these issues can be seen as an opportunity to accomplish such awareness. By embedding English in these contents, it can be easily articulated that it can afford the opportunity for the mastery of English through presenting them in formal language education. In today's world, people mostly suffer from global problems but as such is once a local concern then spreading over the national boundaries and finally becoming the issues that are needed to be dealt with globally. Therefore, integration of English and global issues may lead all world's citizens to be networked, become global citizens and give a chance to struggle for a better future for the whole world by participating them into the process of building the global welfare.

ABSTRACT**TURKISH EFL LECTURERS' OPINIONS ON GLOBAL ISSUES IN
LANGUAGE TEACHING AT TERTIARY LEVEL****Sezai ÖZEL****Master Thesis, Department of English Language Education****Supervisor: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ****July 2021, 86 Pages**

Global issues are related to the daily lives of individuals and they should be emphasized by a global attention. However, education seems to play a major role in reaching future masses. For this reason, language teachers are seen among the most fortunate ones to incorporate any topic in classroom teaching. Therefore, this research has the ultimate purpose of finding out English as a foreign language (EFL) lecturers' views about integration global issues in teaching English. To achieve this aim, this study employs 414 EFL lecturers working at 12 universities located in different regions of Turkey in order to bring soundness to the Turkish context. In order to learn participants' views in a systematic way, this study adopts a sequential explanatory mixed methods research design. The sequence was accomplished by using a questionnaire, which aimed to reveal EFL lecturers' views about to what extent they opted for integrating global issues in language teaching, and a structured interview form, which dug in 29 participants' deeper insights and further comments on the questionnaire data results. The results of the study indicate that Turkish EFL lecturers mostly favour the match of global issues and language teaching regardless of any statistically significant difference observed among gender, age, overall years of teaching experience but only previous experience on using global issues as the content for language teaching. As a specific note to the classifications of global issues, they prioritized Environmental Issues more than other issues in the quantitative results and favoured such priority due to their familiarity with the topic in the qualitative results. On the other hand, the statistical analysis showed that Language Imperialism was seen the least important global issue. However, the qualitative content analysis showed that participants disfavoured the place of Language Imperialism in the statistical results by

relating it to culture, lingua franca and awareness. Blending the merits of both quantitative and qualitative research methods, this study ends with several implications and suggestions for language teachers, curriculum developers and textbook authors.

Keywords: Global issues, English as a foreign language, environmental issues, language imperialism.



ÖZ

YÜKSEKÖĞRETİM DÜZEYİNDE İNGİLİZCE EĞİTİMİ VEREN TÜRK ÖĞRETİM GÖREVLİLERİNİN KÜRESEL MESELELER HAKKINDAKİ GÖRÜŞLERİ

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Küresel sorunlar, bireylerin günlük yaşamlarıyla ilgilidir ve küresel bir dikkatle üzerinde durulmalıdır. Ancak, eğitimin gelecekteki kitlelere ulaşmada önemli bir rol oynadığı görülmektedir. Bu nedenle, dil öğretmenleri herhangi bir konuyu sınıf öğretimine dahil etme konusunda en şanslı kişiler arasında görülmektedir. Dolayısıyla, bu araştırmanın nihai amacı yabancı dil olarak İngilizce (EFL) öğretim görevlilerinin İngilizce öğretimine küresel sorunların entegrasyonuna ilişkin görüşlerini öğrenmektir. Bu amaca ulaşmak için, bu çalışmada Türkiye bağlamında görüş temsil edebilmek için Türkiye'nin farklı bölgelerinde bulunan 12 üniversitede çalışan 414 İngilizce öğretim görevlisinden oluşmaktadır. Katılımcıların görüşlerini sistematik bir şekilde öğrenmek için bu çalışmada sıralı açıklayıcı karma yöntem araştırma deseni kullanılmıştır. Sıralama, İngilizce öğretim görevlilerinin küresel sorunları dil öğretimine ne ölçüde entegre etmeyi tercih ettiklerine ilişkin görüşlerini ortaya çıkarmayı amaçlayan bir nicel anket ve 29 katılımcının daha derin görüş ve anket veri sonuçlarına dair daha fazla yorumlarını ortaya çıkarmayı hedefleyen yarı yapılandırılmış bir görüşme formu kullanılarak gerçekleştirilmiştir. Çalışmanın sonuçları, Türk İngilizce öğretim görevlilerinin cinsiyet, yaş, toplam öğretmenlik deneyimi arasında istatistiksel olarak anlamlı herhangi bir fark gözlenmeksizin ancak yalnızca küresel konuları dilin içeriği olarak kullanma konusundaki önceki deneyimlerinde istatistiksel olarak anlamlı bir fark tespit etmiş, yine de çoğunlukla küresel meselelerin eşleşmesini ve dil öğretimini tercih ettiklerini ortaya koymuştur. Küresel sorunların sınıflandırılmasına özel bir vurgu olarak, katılımcılar nicel sonuçlarda Çevre Sorunlarına diğer konulara göre daha fazla öncelik vermişlerdir ve nitel sonuçlarda konuya aşinalıklarından dolayı bu önceliği

tercih etmişlerdir. Öte yandan, istatistiksel analiz sonuçları Dil Emperyalizminin en az önemli küresel sorun olarak görüldüğünü göstermiştir. Ancak nitel içerik analizi, katılımcıların Dil Emperyalizminin istatistiki sonuçlardaki yerini kültür, ortak dil ve farkındalık ile ilişkilendirerek bu sonucu desteklemediklerini göstermiştir. Hem nicel hem de nitel araştırma yöntemlerini harmanlayan bu çalışma, dil öğretmenleri, müfredat geliştiriciler ve ders kitabı yazarları için çeşitli çıkarımlar ve öneriler ile sona ermektedir.

Anahtar kelimeler: Çevre sorunları, dil emperyalizmi, küresel sorunlar, yabancı dil olarak İngilizce.



TABLE OF CONTENTS

| | |
|---|------|
| COVER | I |
| APPROVAL | II |
| DEDICATION | III |
| ETHICS DECLARATION | IV |
| ACKNOWLEDGEMENTS | V |
| PREFACE | VI |
| ABSTRACT | VII |
| ÖZ | IX |
| TABLE OF CONTENTS | XI |
| ABBREVIATIONS | XII |
| LIST OF TABLES | XIII |
| LIST OF FIGURES | XIV |
| LIST OF APPENDICES | XV |
| 1. INTRODUCTION | 1 |
| 2. METHODOLOGY | 9 |
| 2.1. Introduction to Methodology | 9 |
| 2.2. Research Design..... | 9 |
| 2.3. Setting and Sampling | 10 |
| 2.4. Participants | 12 |
| 2.5. Instrumentation | 13 |
| 2.5.1. Teacher Questionnaire..... | 13 |
| 2.5.2. Structured Interview Form | 14 |
| 2.6. Data Analysis | 15 |
| 2.6.1. Reliability and Validity | 16 |
| 3. FINDINGS | 18 |
| 4. DISCUSSION AND CONCLUSION | 41 |
| REFERENCES | 48 |
| APPENDICES | 52 |

ABBREVIATIONS

| | |
|-----------------|---|
| AIDS | : Acquired Immune Deficiency Syndrome |
| CEFR | : Common European Framework of References |
| Covid-19 | : 2019 Corona Virus Disease |
| EFL | : English as a Foreign Language |
| ELT | : English Language Teaching |
| GE | : Global Education |
| GI | : Global Issue |
| HEC | : Higher Education Council |
| PP | : Peace Platoons |
| SPSS | : Statistical Package for Social Sciences |
| SRT | : Socially Responsible Teaching |
| TESOL | : Teaching English to Speakers of other Languages |
| PSELT | : Pre-Service English Language Teachers |

LIST OF TABLES

| | | |
|------------------|--|----|
| Table 1. | <i>Dispersion of number of EFL Lecturers across seven regions of Turkey</i> | 11 |
| Table 2. | <i>Participants' Demographic and Background Information</i> | 12 |
| Table 3. | <i>Descriptive Normality Statistics</i> | 15 |
| Table 4. | <i>Results of Tests of Normality</i> | 15 |
| Table 5. | <i>Participants' Views on Integration of Different GIs into EFL Teaching</i> | 18 |
| Table 6. | <i>Mann-Whitney U Test results of GIs in terms of Gender.....</i> | 19 |
| Table 7. | <i>Kruskal-Wallis Test Results in Terms of Age Groups.....</i> | 20 |
| Table 8. | <i>Kruskal Wallis Test Results in terms of Teaching Experience</i> | 21 |
| Table 9. | <i>Kruskal Wallis Test Results in terms of Teaching Experience on GIs.....</i> | 21 |
| Table 10. | <i>Tukey HSD Test Results for Multiple Comparisons of the Participants' Experience on GIs and Choices of GIs for Integration into Teaching English</i> | 23 |

LIST OF FIGURES

| | | |
|------------------|---|----|
| Figure 1. | <i>Visual Model for the Research Design</i> | 10 |
| Figure 2. | <i>Categories Elicited for Definition of Global Issues</i> | 25 |
| Figure 3. | <i>Suitable Language Skills</i> | 27 |
| Figure 4. | <i>Categories Elicited for the Prioritising Environmental Issues</i> | 31 |
| Figure 5. | <i>Categories Elicited for the Ranking Language Imperialism as a Secondary Global Issue</i> | 34 |
| Figure 6. | <i>Categories Elicited for the Role of Teaching Experience</i> | 38 |



LIST OF APPENDICES

| | |
|---|----|
| Appendix A: Ethic Committee Approval of Çağ University..... | 52 |
| Appendix B: Teacher Questionnaire | 55 |
| Appendix C: Structured Interview Form Questions:..... | 57 |
| Appendix D: Relation of Research Questions to the Data | 58 |
| Appendix E: Permission Granting Document | 59 |
| Appendix F: Universities Permissions Granted | 61 |



1. INTRODUCTION

Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study and research questions, the significance of the study, and the constructs of Global Education and Global Issues, Global Issues in Language Teaching.

Background of the Study

There have been a plethora number of issues in language teaching and learning particularly with an emphasis on the 21st century issues. These issues aim at building skills and creating global perspectives among learners with the assistance of teachers to be equipped with different teaching styles such as adopting “Authority”, “Facilitator”, “Demonstrator”, “Delegator” and “Blended” teaching styles (Jabbarova, 2020, p.1). These styles are emphasised in order to cater for improving English language teachers’ teaching styles; however, there may still be a need for embedding these or any other different teaching styles to match the interests of the students. To this end, global issues (GIs; henceforth) can be regarded as a set of content available for language teaching and learning purposes by appealing students’ interests (Hauchild et al., 2012; Ramos & Ramos, 2012). This is due to the fact that as a citizen living in this globalised world, one should be aware of the “... areas of development, sustainability, environmental and global education, as has been highlighted in light of early 21st century work” (Sund & Pashby, 2020, p.157). To address these 21st century issues and more, GIs stand as the current issues which need to be addressed by global concerns because GIs are the ones occurring firstly locally and then encompassing the national boundaries, and finally need global attention (Global Issues Overview, n.d). To name a few, GIs are the ones related to the environmental issues like global warming and climate change, health issues like AIDS or the Covid-19 pandemic, and socio-economic issues like poverty. Since these issues need particular attention, they can be embedded in any subject areas; however, as Rivers (1976) argues language teachers are seen the most fortunate teachers in comparison to others since they afford to select any kind of topic or subject in their teaching with a central focus on students’ choices. To do this at the first place, the teachers should be interested in using the GIs and in developing a qualified understanding towards GIs in their teaching (Ramadhan et al., 2019). After they have

such interest, they can use GIs in their teaching as a sort of context which serves for developing their learners' language proficiency and skills (Gürsoy & Sağlam, 2011), and as an opportunity for improving students' both thinking and communicative skills (Omidvar & Sukumar, 2013).

Statement of the Problem

In the 21st century, there has been a considerable number of global issues. They need to be urgently discussed and several actions should be taken accordingly because such issues vary from environmental to technology related issues. As of specific note to the current problem that the world is facing these days, health related issues have stemmed from a pandemic called Covid-19, which directly has debilitating effects both on the people and the globe. Therefore, global issues should be emphasized through formal education in order to raise awareness. To this end, language can be seen a tool which can provide opportunities for building and developing that sort of awareness among language teachers and learners. Tackling the significance of the study with embedding global issues into language teaching, it is also evident that there is a scarce number of studies which have investigated such an incorporation so far. Nonetheless, the studies have been limited to integrating environmental issues in language teaching. Therefore, the present study adopts such rareness of research in this aspect as for identifying the research problem and attempts to investigate language teachers' views on such an incorporation at tertiary level, which may be regarded a highly useful context for dealing such issues with young adults. In other words, it can be easily articulated that language can employ such content, which is based on the realities of the 21st century world. In addition, the context where these global issues can be employed would be at tertiary level since the target learner population involves heavily young adults who can have some prior knowledge on global issues; these issues are already part of peoples' lives and presented from primary schools to tertiary level in the national education of ministry curriculum (Kaplan, 2019). For this reason, integration of global issues into language teaching at tertiary level in the 21st century garners the attention of researchers as a phenomenon to be discovered.

Purpose of the Study and Research Questions

The GIs studies conducted in Turkey have scarcely attracted researchers' interest particularly at university settings. However, the English as Foreign Language (EFL) lecturers at tertiary level follow a more flexible and self-constructed curriculum than teachers working at K12 level education that have a strict curriculum and top-down process. For these reasons, EFL lecturers teaching young adults are the target population of this study. Therefore, reporting EFL lecturers' opinions on integrating global issues into university setting is the primary rationale of this study. Taking into account all the declared background information and the rareness of research in the related literature is another principle to carry out this research. In light of all the declared reasons, this study aims to investigate EFL lecturers' views on integrating GIs in language teaching, compare their views across different variables, and see their own definition of GIs. Thereby, this study aims to find out answers to the following research questions.

- 1) To what extent do EFL lecturers think that GIs would be integrated into language teaching at tertiary level?
- 2) Do EFL lecturers' opinions about integration of GIs in English classes differ in terms of;
 - a) gender
 - b) age
 - c) years of teaching experience
 - d) teaching experience of GIs?
- 3) How do the EFL lecturers define global issues?
- 4) Which language skills do the EFL lecturers see the most convenient for a meaningful match of global issues and language teaching?

Significance of the Study

In spite of the overabundance of research articles in the related literature, the number of studies on the incorporation of GIs into English classes seems to be rather inadequate, particularly in university settings. Books and articles emitted around the world usually have an explanatory voice, describing Global Education (hereafter GE) in detail or clarifying how to handle the GIs in classroom settings (Kaplan, 2019). Hardly

any research concerned with GE was conducted in the field some of which concentrate on a particular GI, mainly environmental subjects (Arikan, 2009). However, there has been a new trend which focuses on the philosophy of developing an approach to Global Issues in Language Education (Gürsoy, 2020). This trend can be cultivated by other forms of techniques or accompanying approaches. To illustrate, Socially Responsible Teaching (SRT) has been regarded as an option for such inclusion in Turkey (Salı & Gürsoy, 2014).

Briefly, this study seems to make a contribution to the field of language teaching which has not incorporated or investigated the inclusion of GIs into language teaching sufficiently. In addition, it is expected to confirm the consequences of preceding research in the related literature and ensure versatile perspectives to the integration of GIs in language classes by taking into account the views of EFL lecturers from different universities. As a conclusion, this research is expected to encourage those who would like to run the approach - global issues in language teaching - in the departments of English language teaching at faculties of education. Therefore, the prospective worldwide educators can be informed of the insiders' views in the Turkish tertiary context.

Global Education and Global Issues

Tye (2003, p.165) describes GE where problems encompass beyond the national boundaries and are closely linked to each other in terms of several domains such as culture, ecology, politics and technology. Such domains constitute the global values such as justice, freedom, peace, dignity, democracy and tolerance as the goals, which are required to live in an interdependent world (Yakovchuk, 2004). The notion of GE first arose in North America in the 1950s. Later on, it started to spread other countries like Britain, India and Japan (Yakovchuck, 2004). The USA attempted to build a barrier with the third world countries to hinder the spreading of the Soviet Union during the Cold War, and so, GE was drawn on as a device to publicize capitalist interests (Fisher & Hicks, 1985; Lamy, 1983). Afterwards, GE embarked on the point of world-oriented view as it expands along with the countries (Lamy, 1983; Yakovchuck, 2004 as cited in Kaplan, 2019).

However, there may occur the need for differentiating GE from GIs and it may cause misunderstanding between the two norms. The two constructs are indeed interrelated to each other but as evidenced in Özbaşı and Güryay's (2014) study, individuals may see GE only the world-related problems. However, in this master's thesis research, we view that GE is for all individuals and it covers GIs, events, and a tool for doing empathy for

a better world; or simply put, for a peaceful world. Our definition of GE relies on the following definition.

GE is a holistic and interdisciplinary approach to education which attempts to maintain the global welfare through the promotion of peace, democracy, human rights and environmental sustainability by encouraging the youth to participate into the process of shaping a better future for the whole world (Ferguson-Patrick et al., 2012; as cited in Kaplan, 2019, p. 8).

Additionally, we view GIs as the issues mainly affecting the world in a negative way but they may affect also in a positive way. For example, the negative side includes environmental and health issues, but on the other hand intercultural communication can have an improving effect on the globe; however, the point in this thesis is drawn on an issue which is a topic of a local concern but spreading over national boundaries and needs to be dealt with globally. (Cates, 1990; 2000)

Global Issues in Language Teaching

Recently, the Covid-19 pandemic has become a GI. This GI has not affected the world in terms of only health but also many areas such as education, economy, business, transportation, communication, safety and tourism (UNESCO, 2020). Such issues having negative effects on people's lives are seen to be associated with GIs because several researchers already defined GIs in similar ways. For example, Anderson (1996) pointed 'issues of global significance', and similarly, Mark (1993) attributed the problems in the real world, meaning the definition of issues in a negative way. Additionally, Sampedro and Hillyard (2004) regarded global issues as such requiring an attention of people at international level. The United Nations on the other hand adopted the following 17 goals to promote global concerns for the future of the earth:

No poverty, zero hunger, good health and wellbeing, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace, justice and institutions and partnerships. (United Nations, 2015, Goals Section, paras. 3-19)

These goals are representative of what GIs are on the agenda for bringing any solution for bettering the life in our planet. Among the issues, only one issue, namely, health has had a debilitating effect on the other issues for the sustainability of life in the world (Naidoo & Fisher, 2020). Another issue garnering the attention of education is on ensuring quality education. In order to ensure high quality education, first of all language education is a must for citizens to be networked globally on any possible GIs on the agenda. That is to say, such goals can be covered in the textbooks and curriculum of foreign language education and particularly by EFL lecturers. EFL lecturers can make use of such GIs in their teaching by targeting learners' growth in both linguistic perspective and critical thinking skills. (Read, 2017). Lee (2017) stresses that incorporating GIs in language learning affords the best opportunity for students not only mastering the target language but also building awareness about the issues with developing critical thinking skills at an international level of understanding. There have been several studies abroad. For instance, Omidvar and Sukumar (2013) incorporated GIs in EFL teaching in India. They employed communicative language teaching approach by bringing content-based and task-based methods in their teaching. They found that the intermediate level of EFL students showed high levels of participation and awareness about GIs. Their study is of high importance to note awareness about GIs in EFL context because it takes advantage of teaching topic choice where students' active involvement was evidenced in the learning process. Similarly, Paradewari et al. (2018) argue that even only incorporating environmental issues in language teaching facilitates students' communicative skills and contributes to learners' use of language ability. In another context, Iranian, Erfani (2012) presents three reasons to integrate GIs in EFL teaching. Firstly, including GIs as an approach to language teaching is useful in order to remove the cultural and linguistic imperialism related concerns. Secondly, it updates the students' knowledge on the recent global topics and brings awareness among them. Thirdly, it serves to build student profiles of which the values of global citizenship are promoted and students be able to speak the lingua franca of the global world. After examining the literature about GE research in detail, it has been unearthed that limited research sources on the integration of GIs into EFL teaching are available in Turkey (Akban & Yavuz, 2020; Arslangiray, 2017; Çavdar, 2006; Gürsoy, 2020; Gürsoy & Sağlam, 2011; Kaplan, 2019; Kaplan & Topkaya, 2016; Salı & Gürsoy, 2014). Most of the previous research investigating the meaningful match between GIs

and EFL relied on the environmental issues. For instance, Arikan (2009) examined pre-service English language teachers' (PSELTs) opinions on integration of environmental peace education in language teaching and found that it could facilitate grammar learning for secondary school students. Moreover, Salı and Gürsoy (2014) designed a class in relation to socially responsible teaching at an ELT department and investigated teachers' views of teaching environmental topics in ELT classes. Even though it was found out that students had favourable attitudes about the integration of GIs in language teaching, there was a discrepancy with the student expectation and the course targets.

In the related research focusing on the views of both Turkish and Greek teachers, Çavdar (2006) elicited that teachers have favourable views about combining GIs with English classes. In addition, the study gave point to organizing teaching programs of both Greek and Turkish teachers and pointed out that Greek teachers are freer than their Turkish colleagues regarding putting in order the teaching programs because Turkish teachers are not willing to the integration of GIs because of the overstuffed curriculum (Çavdar, 2006). More recently, Kaplan and Topkaya (2016) designed narrow-scoped research about the incorporation of GIs into English classes over ten EFL high school students' views. They found out that students had favourable attitudes about integrating GIs and English classes thanks to its positive effects on memorizing the vocabulary, on acquiring some close background information and on conducting classes more enjoyable than usual. They also pointed that most of the studies conducted on GIs relied on environmental issues. This is also another concern for the research gap in the related literature in addition to the scarcity of the previous studies on GIs and teaching EFL in Turkey. Similarly, Özbaş and Güray (2014) investigated 30 PSELTs' views through a survey employing open-ended questions and found that PSELT had a considerably positive tendency towards the integration of GIs in language teaching. Kaplan (2019) investigated the practices and perceptions of both EFL teachers and students in their master's thesis study. The participants were from K-12 level of education. They supported the match of GIs and EFL teaching and learning with favourable perceptions; however, teachers reported insufficient practices to advocate their opinions. They further noted that they could not incorporate GIs in their teaching at ease because they had some hesitations on talking about serious issues, which were politically hot issues, in the classroom environment. At college level, it was further evidenced in Başarır's (2017) study that out of 13 EFL lecturers

only three of them reported practices on integrating GIs in EFL teaching with a particular emphasis on global citizenship. Başarır (2017) concluded that the EFL lecturers did not report sufficient levels of both understanding of and classroom practices on integrating global citizenship education into teaching. Global citizenship education and environmental peace education have been the concerns of the aforementioned studies at different educational contexts, the related foci fall into the scope of presenting GIs in language teaching environments, which result in favourable perceptions but insufficient practices.

In their study, Akbana and Yavuz (2020) reported the voices of EFL lecturers on global issues in a state university in Turkey. In their qualitative study, the researchers have found that the EFL lecturers prefer to incorporate global issues in two ways: course book dependent and course book independent. The participants also viewed B1 language proficiency level (according to Common European Framework of References [CEFR]) to work best for incorporating global issues with young adult learners at tertiary level. They also featured students' readiness and study of major with paramount of importance in noting the target learner group's profile. The findings addressed writing and speaking as the most suitable language skills to integrate global issues with. Last but not least, their participants emphasized freedom of speech as a requisite for enabling not only the EFL lecturers but also the students to discuss global issues in a democratic classroom environment.

2. METHODOLOGY

2.1. Introduction to Methodology

This chapter includes the detailed methodological section of the research study. The research design, setting and sampling, participants, instrumentation for data collection, data analysis procedures, and reliability and validity are presented.

2.2. Research Design

This study aims at finding out EFL lecturers' opinions about GIs and digging in their self-reported criteria to integrate GIs at university level. To this end, a quantitative research method comprising of a questionnaire was employed. Quantitative research methods primarily scrutinize connections between numerically gauged variables with the implementation of statistical techniques. Results of quantitative studies are simple to present, trustworthy, replicable and generalizable (Dörnyei, 2007). Among the quantitative research methods, survey research technique was employed to define EFL lecturers' opinions. The chief goal of survey research is portraying views, attitudes, manners, experiences or other features of a group or populations by controlling some sort of survey and questionnaire to a sample (Creswell, 2014). In addition, to back up the quantitative dataset, a structured interview form prepared by the researcher and checked by the supervisor, was employed in order to be able to cast EFL lecturers' opinions. Therefore, this research, following initially a quantitative research method and then a qualitative component, adopts an explanatory sequential mixed-method research design.

In explanatory sequential mixed-method research design, the researcher collects quantitative data to see the general picture of the problem in the first sequence. Later, the researcher collects the qualitative data in order to refine, extend or explain the general picture. The refinement allows the researcher to explain the problem and the key results with outlier or extreme cases (Creswell, 2011, p. 542-543). Adopting Creswell's (2011) visual model for explanatory sequential mixed-method research design, Figure 1 shows the phases, below.

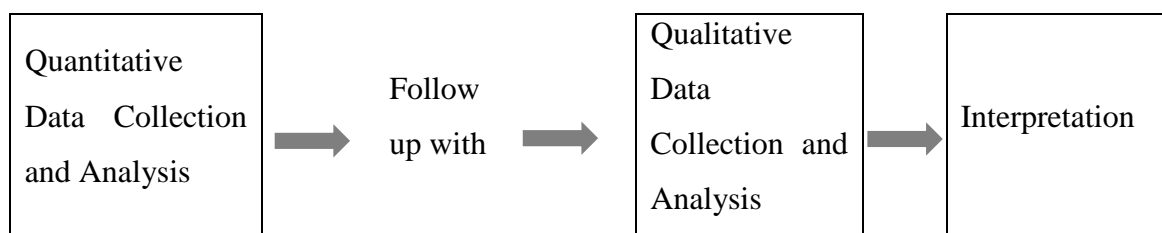


Figure 1. Visual Model for the Research Design (Adopted from Creswell, 2011, p. 541)

2.3. Setting and Sampling

This study was conducted at tertiary level in Turkey. In the setting of this study, 21 different universities, which are located in the seven regions of Turkey, were identified. As an initial step, the questionnaire was administered in these seven regions of Turkey; however, in the second step, the structured interviews were carried out in the four randomly selected regions with an additional focus on participants' consent. Since the core of the study is related to global issues, which may require a global education concern, the rationale behind selecting universities from each region of Turkey stands as the pinpointing representativeness. This is also crucial for preferring the participants who showed consent to join structured interviews and collect their voices from different locals.

The total number of universities in Turkey is 207, 129 of which are public universities and the rest 78 are foundation universities (Higher Education Council [HEC], 2020). Initially, stratified random sampling was employed to consider the involvement of universities. The populations of each region were calculated; then a ratio was determined showing the density of universities in each region. Therefore, the stratified random sampling procedure allowed to include universities from regions where the density of population was the criterion. However, identifying each public university required to incorporate random sampling method by considering Creswell's (2011) suggestion to calculate the overall population of EFL lecturers at each university and see the sample size by the ratio of total population size to the representative size. The population was identified by using the statistical dynamic engine of HEC (See <https://istatistik.yok.gov.tr/>) to see the number of EFL lecturers. Initially, all public universities were selected and then the search was refined to the categories of "School of Foreign Languages", "Prep-School of Foreign Languages", "Prep-School of English as a Foreign Language" and "Faculty of Foreign Languages". These categories represent the units of the universities where EFL lecturers work. Finally, the number of

lecturers was found 4175 and by running the sample size calculation, the result was 332 with an interval confidence reliability score of 95% and error rate of 5%. Therefore, 21 universities, catering at least two universities for representing the population size of each region, were randomly selected. The sample size calculation revealed that at least 332 lecturers for the number of participants of this study was sufficient to bring representativeness to the universe ($N = 4175$). Table 1 shows the number of EFL lecturers at seven regions of Turkey below.

Table 1

Dispersion of number of EFL Lecturers across seven regions of Turkey

| Region | University (N) | Lecturers (N) |
|------------------------|--------------------|-------------------|
| Marmara | 6 | 766 |
| Central Anatolia | 3 | 377 |
| Mediterranean | 3 | 39 |
| Aegean | 3 | 267 |
| South eastern Anatolia | 2 | 57 |
| Black Sea | 2 | 94 |
| Eastern Anatolia | 2 | 17 |
| Total | 21 | 1617 |

Prior to collecting the data from these universities, this study granted Ethical Committee Approval from Institute of Social Sciences of Çağ University (Appendix G). All the universities ($N = 21$) were delivered with an official document from Çağ University to seek approval of data collection at the target population (Appendix D). The ones which granted permission for the data collection were Ankara University, Gaziantep University, Hacı Bayram Veli University, İnönü University, İstanbul Technical University, İstanbul University – Cerrahpaşa, Kahramanmaraş Sütçü İmam University, Karadeniz Technical University, Mardin Artuklu University, Munzur University, Ondokuz Mayıs University, Yıldız Technical University. The permission documents from these universities are enclosed in Appendix E. Therefore, the number of universities, which granted permission for the data collection, was 12. However, as planned earlier, we could not access to these 21 universities due to the lack of permission granted from 9 universities. Nonetheless, this did not cost any failure for us to collect the data because as the sampling size calculation yielded that the number of participants would be at least 332 and the number of participants from the access granted universities was 414. In the questionnaire, we did not ask the participants'

affiliation for full-anonymity purposes and for that we were not interested in the EFL lecturers' institutional practices.

Creswell (2011) suggests to use random sampling method for quantitative surveys and to back up the interviews with a small group of interviewees, mostly of six to ten participants. The questionnaire asked participants' consent to join further interviews. To achieve it, their consent was taken with the last question on the questionnaire "Would you like to interview with us? If yes, please write your e-mail address". Out of 29 volunteer interviewees, the questionnaire data were checked by considering participants' age, years of teaching experience and any experience in incorporating GIs in their teaching. Accordingly, the criteria for building interview questions were established for volunteer participants.

2.4. Participants

In the questionnaire, the participants' demographic information related to gender, age, overall teaching experience and previous teaching experience on incorporating global issues in their teaching were asked. The total number of participants who took the questionnaire was 414 as presented in Table 2.

Table 2

Participants' Demographic and Background Information

| Variables and Sub-Variables | <i>f</i> | % |
|-------------------------------------|----------|------|
| Gender | | |
| Male | 111 | 26.8 |
| Female | 303 | 73.2 |
| Age | | |
| 25 to 33 | 107 | 25.8 |
| 34 to 39 | 108 | 26.1 |
| 40 to 46 | 100 | 24.2 |
| 47 or higher | 99 | 23.9 |
| Teaching Experience | | |
| 1 to 10 | 105 | 25.4 |
| 11 to 16 | 110 | 26.6 |
| 17 to 22 | 95 | 22.9 |
| 23 or higher | 104 | 25.1 |
| Previous Experience in Teaching GIs | | |
| No | 218 | 52.7 |
| Partly | 121 | 29.2 |
| Yes | 75 | 18.1 |

Table 2 shows that we had dominantly female EFL lecturers ($f = 303$) while only one-fourth of all the participants were male ($f = 111$). Regarding the participants' age, the questionnaire did not employ a categorical choice showing the ranges of ages but continuous data for analysis. Therefore, we analysed the results by building categories between the ranges. We classified the participants' responses into four by considering a balanced distribution out of the total number of participants. Participants' age ranged from 25 to 65 with an average of 40.17 ($SD = 8.625$). Concerning the participants' overall teaching experience, we asked them to state their years of teaching experience in the questionnaire. Participants' teaching experience ranged from 1 to 50 years. Participants had an average of 17.06 years of teaching experience ($SD = 8.057$). In addition, 110 of them had teaching experience between 11 and 16 years and it is followed by 1 to 10 years ($f = 105$), 23 to higher years ($f = 104$) and 17 to 22 years ($f = 95$) of teaching experience. Additionally, the questionnaire had another question which sought participants' previous teaching experience by incorporating global issues in their own teaching and had three options "No", "Partly" and "Yes". More than half of the EFL lecturers ($f = 218$) did not have any previous experience on integrating GIs in teaching English while 29.2% of them had partly experience ($f = 121$) and only 18.1% of them had experience on incorporating GIs in teaching English ($f = 75$).

2.5. Instrumentation

Data was gained through two instruments: (1) a self-reported teacher questionnaire including a 5-likert type questions (Appendix A) and (2) an online structured interview form (Appendix B).

2.5.1. Teacher Questionnaire

A questionnaire including multiple-choice items was applied to the EFL lecturers to gauge their opinions about the integration of the GIs in English language classes. This questionnaire was initially prepared by Cates (2000) and later employed by Yakovchuk (2004) and Çavdar (2006), and finally adopted by Kaplan (2019). The questionnaire was translated into Turkish by Kaplan (2019) to adapt for their study upon getting expert opinion. Any modifications were further sought by the researcher and the supervisor of this thesis but no modifications were made; finally, the instrument was applied to the participants (See Appendix A). The questionnaire was used by granting

permission from the developer of the Turkish version (Kaplan, 2019). The permission to use the questionnaire is enclosed in Appendix F.

The questionnaire firstly asked the participants' consent to take the questionnaire or not and then it included a demographic information section. This section included gender, age, years of teaching experience and their particular experience of incorporating GIs in their teaching. Also, the questionnaire included a section of questions asking participants' opinions on including "Environmental Issues, Peace Education, Human Rights, Intercultural Education, Socio Economic Issues, Health Issues, Language Imperialism" as GIs in their language teaching classes. The items required participants to choose from a 5-likert type of questions with the options "Definitely Yes", "Yes", "Indecisive", "No", "Definitely No". Finally, the questionnaire included a question asking e-mail address for their consent to join the structured interviews or not.

2.5.2. Structured Interview Form

The structured interviews were carried out in an online form with the participants who showed consent to provide more opinions. Their consent was granted via a box, checking their voluntariness and providing their e-mail address in the quantitative data collection phase. The number of volunteer participants was 29. The researcher developed the interview questions serving to the research aim of each research question presented in this study and considering the quantitative results obtained from the survey. Therefore, there are totally five questions asking their definition of GIs (I), the most appropriate language skills (II), the highest and the least concerned global issue out of the survey results (III & IV) and the importance of teaching experience (V).

Once the researcher ran the statistical analysis of the quantitative data results, the researcher identified which items garnered the attention of the participants at maximum and minimum levels of agreement. Then, the researcher prepared the interview questions and the supervisor of this thesis checked them for clarity purposes and the intended aim of explaining the quantitative data results in the findings. This procedure had also aimed to bring participants' interpretation to the items, which can be seen as the merit of the qualitative data collection in terms of refining and explaining the results (Creswell, 2011). The questions in this instrument are presented in Appendix B.

2.6. Data Analysis

Quantitative data was obtained from teacher questionnaire. The Statistical Package for Social Sciences (SPSS) was run to analyse the data gathered from participants. Firstly, the normality distribution of the data was analysed through Skewness and Kurtosis tests. Table 3 shows the results below.

Table 3

Descriptive Normality Statistics

| | N | Skewness | | Kurtosis | |
|-------------------------|-----|-----------|------------|-----------|------------|
| | | Statistic | Std. Error | Statistic | Std. Error |
| Environmental Issues | 414 | -2.298 | .120 | 5.447 | .239 |
| Peace Education | 414 | -1.270 | .120 | .525 | .239 |
| Human Rights | 414 | -2.014 | .120 | 3.971 | .239 |
| Intercultural Education | 414 | -1.738 | .120 | 1.973 | .239 |
| Socio Economic Issues | 414 | -1.566 | .120 | 1.568 | .239 |
| Health Issues | 414 | -1.507 | .120 | 2.008 | .239 |
| Language Imperialism | 414 | -1.161 | .120 | .869 | .239 |

Skewness and Kurtosis analyses yielded that the data shows non-normal distribution. To further analyse the normality of the data, Table 4 shows the results below.

Table 4

Results of Tests of Normality

| Issues | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------------------------|---------------------------------|-----|------|--------------|-----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Environmental Issues | .486 | 414 | .000 | .493 | 414 | .000 |
| Peace Education | .381 | 414 | .000 | .691 | 414 | .000 |
| Human Rights | .439 | 414 | .000 | .584 | 414 | .000 |
| Intercultural Education | .456 | 414 | .000 | .567 | 414 | .000 |
| Socio Economic Issues | .407 | 414 | .000 | .646 | 414 | .000 |
| Health Issues | .401 | 414 | .000 | .655 | 414 | .000 |
| Language Imperialism | .288 | 414 | .000 | .779 | 414 | .000 |

Table 4 also shows that the data does not show normal distribution according to the results of Kolmogorov-Smirnov and Shapiro-Wilk Tests, which yielded statistically significant difference for each issue ($p = .050$). Therefore, we have decided to run non-parametric tests.

Initially, descriptive tests were conducted in order to see the frequencies, percentages and statistics to define the participants' degree of agreement in 5-likert type item. Mann-Whitney U test was employed to compare two variables and Kruskal-Wallis Test to compare three variables employed in the research questions of this thesis. By doing so, participants' views on GIs for each group of teachers are provided along with total number of participants (N), the means of the two variables compared (M), the standard deviations (SD) and the Z , df and p values.

Regarding the qualitative data, the analysis was drawn on the questions asked in the structured interview form and accordingly a thematic-analysis was conducted by the researcher (Miles & Huberman, 1994). Firstly, the researcher read the participants' answers as to each interview question and allocated codes. Secondly, the researcher attributed codes into the categories. Next, the researcher checked the categories whether they served for any overlapping ideas or not. Finally, the developed categories were checked by a colleague and the supervisor of this thesis. By following the aforementioned whole process, the researcher ran the thematic analysis through an inductive content analysis method (Saldana, 2009).

2.6.1. Reliability and Validity

Reliability means whether or not to obtain the same result by employing a tool to gauge something more than once. More clearly, reliability in a particular research instrument is the degree to which research method makes constant and reliable consequences. In light of this information, in order to find out the reliability of the survey, Cronbach's Alpha coefficient was calculated for the questionnaire separately after the data was gained ($\alpha = .887$; $N = 414$) though the questionnaire has already been found with a Cronbach's alpha value of $= .91$ ($N = 250$) in Kaplan's (2019) study. Regarding the validity, according to Seliger and Shohamy (1989), any study can be influenced by dissimilar kinds of issues which, while external to the worries of the study, can invalidate the findings. Therefore, the final form of both the structured interview form and the teacher questionnaire were checked by the researcher and the supervisor. In addition, since qualitative data may require more attention, the codes and

categories were checked by a colleague from the field of English language teaching and the supervisor of this thesis.

In an overall attempt, the relations as of each research question to both the data collection and data analysis phases are illustrated in Appendix C.



3. FINDINGS

Introduction to Findings

This thesis sought EFL lecturers' opinions on incorporation of GIs into teaching English at tertiary level in Turkey. To learn EFL lecturers' views on such integration in English language classes, we employed both quantitative and qualitative data collections tools. We gained 414 EFL lecturers' views through a questionnaire. Out of the 414 participants, 29 of them were willing to ensure structured interview data. Therefore, in this section, we present the results of the questionnaire initially and then the results of the structured interview forms.

Results of Quantitative Data

Integrating GIs into teaching English.

In the first research question, we asked "To what extent do EFL lecturers think that GIs would be integrated into language teaching at tertiary level?". Table 5 shows the descriptive results below.

Table 5

Participants' Views on Integration of Different GIs into EFL Teaching

| Issues | Definitely No | | No | | Indecisive | | Yes | | Definitely Yes | | M | SD |
|-------------------------|---------------|-----|----|-----|------------|------|-----|------|----------------|------|------|------|
| | f | % | f | % | f | % | f | % | f | % | | |
| Environmental Issues | | | 1 | .2 | 9 | 2.2 | 68 | 16.4 | 336 | 81.2 | 4.78 | .476 |
| Intercultural Education | | | | | 24 | 5.8 | 78 | 18.8 | 312 | 75.4 | 4.69 | .573 |
| Human Rights Education | 1 | .2 | 5 | 1.2 | 29 | 7.0 | 74 | 17.9 | 305 | 73.7 | 4.63 | .688 |
| Health Issues | | | 4 | 1.0 | 22 | 5.3 | 115 | 27.8 | 273 | 65.9 | 4.58 | .638 |
| Socioeconomic Issues | | | 11 | 2.7 | 41 | 9.9 | 81 | 19.6 | 281 | 67.9 | 4.52 | .779 |
| Peace Education | | | 12 | 2.9 | 56 | 13.5 | 85 | 20.5 | 261 | 63.0 | 4.43 | .832 |
| Language Imperialism | 8 | 1.9 | 17 | 4.1 | 66 | 15.9 | 119 | 28.7 | 204 | 49.3 | 4.19 | .977 |

Table 5 displays the results of EFL lecturers' views on the integration of different GIs into EFL teaching. Participants prioritized Environmental Issues as the most appropriate global issue with a mean score of 4.78 and also with the highest consensus item among the offered GIs ($SD = .476$). Secondly, participants preferred Intercultural Education to be embedded into EFL teaching with the second highest mean score and the consensus ($M = 4.69$, $SD = .573$). Thirdly, they selected Human Rights Education another dominant topic for integrating GIs in EFL teaching ($M = 4.63$, $SD = .688$). Next, participants favoured other issues related to health, socioeconomic and peace education. However, they preferred Language Imperialism as the least convenient topic for incorporating as a global issue in EFL teaching with a mean score of 4.19 ($SD = .977$). Although the EFL lecturers prioritized one global issue over another, their views did not show any mean scores of lower than 4, meaning that they favoured issues varying from Environmental Issues to Language Imperialism with the strongest choices of either "Yes" or "Definitely Yes".

EFL Lecturers' Opinions across Gender.

In the second research question, we asked "Do EFL lecturers' opinions about integration of GIs in English classes differ in terms of; a) gender". Table 6 shows the Mann-Whitney U test results below.

Table 6

Mann-Whitney U Test results of GIs in terms of Gender

| Issues | Mann-Whitney U | Mean Ranks | | Sum of Ranks | Z | p |
|-------------------------|----------------|------------|--------|--------------|-------|------|
| | | Male | Female | | | |
| Environmental Issues | 15090.000 | 191.95 | 213.20 | 21306.000 | -2358 | .018 |
| Peace Education | 16224.500 | 202.17 | 209.45 | 22440.500 | -.639 | .523 |
| Human Rights | 16115.000 | 201.18 | 209.82 | 22331.000 | -.844 | .399 |
| Intercultural Education | 16075.500 | 200.82 | 209.95 | 22291.500 | -.914 | .361 |
| Socio Economic Issues | 16475.000 | 204.42 | 208.63 | 22691.000 | -.384 | .701 |
| Health Issues | 16639.000 | 205.90 | 208.09 | 22855.000 | -.198 | .843 |
| Language Imperialism | 15557.000 | 196.15 | 211.66 | 21773.000 | -1265 | .206 |

Table 6 shows that neither female nor male participants' views on integration of the domains of GIs showed any statistically significant difference except for

Environmental Issues which yielded p score lower than .050 ($p = .018$). Further statistics show that this is due to the higher mean ranks observed among female participants (213.20) than the males (191.95) and other issues show close mean ranks to each other. This may mean that female EFL lecturers can be more sensitive to environmental issues or environmental issues could be related to woman and man voice more than other issues. To bring clarity to this issue, the qualitative data results on this issue will bring more alternative findings.

EFL Lecturers' Opinions across Age.

In the second research question, we also asked “Do EFL Lecturers opinions about integration of GIs in English classes differ in terms of; b) age”.

Table 7

Kruskal-Wallis Test Results in Terms of Age Groups

| Issues | Kruskal-Wallis H | df | <i>p</i> |
|-------------------------|------------------|----|----------|
| Environmental Issues | 2477 | 3 | .480 |
| Peace Education | 5417 | 3 | .144 |
| Human Rights | 4861 | 3 | .182 |
| Intercultural Education | .553 | 3 | .907 |
| Socio Economic Issues | 4385 | 3 | .223 |
| Health Issues | 3123 | 3 | .373 |
| Language Imperialism | 1309 | 3 | .727 |

Table 7 shows that the Kruskal-Wallis Test did not yield any statistically significant difference among the age groups of the participants. In other words, the participants' age did not play any role for providing any different views on the integration of the offered GIs at statistically significant level.

EFL Lecturers' Opinions across Teaching Experience.

In the second research question, we also asked “Do EFL Lecturers opinions about integration of GIs in English classes differ in terms of; c) years of teaching experience?”.

Table 8

Kruskal Wallis Test Results in terms of Teaching Experience

| Issues | Kruskal-Wallis H | df | <i>p</i> |
|-------------------------|------------------|----|----------|
| Environmental Issues | 1.553 | 3 | .670 |
| Peace Education | 2.745 | 3 | .433 |
| Human Rights | 2.230 | 3 | .526 |
| Intercultural Education | 3.844 | 3 | .279 |
| Socio Economic Issues | 6.896 | 3 | .075 |
| Health Issues | .928 | 3 | .819 |
| Language Imperialism | 2.677 | 3 | .444 |

Table 8 shows that the Kruskal-Wallis Test did not indicate any statistically significant difference in terms of the participants' teaching experience. In other words, regardless of the participants' teaching experience, the whole sampling had a consensus on the integration of the seven domains of GIs.

EFL Lecturers' Opinions across Teaching Experience of GIs.

In the second research question, we also asked "Do EFL Lecturers opinions about integration of GIs in English classes differ in terms of; d) teaching experience of GIs?".

Table 9

Kruskal Wallis Test Results in terms of Teaching Experience on GIs

| Issues | Kruskal-Wallis H | Mean Ranks | | | df | <i>p</i> |
|-------------------------|------------------|------------|--------|--------|----|----------|
| | | No | Partly | Yes | | |
| Environmental Issues | 6.556 | 197.81 | 218.12 | 218.54 | 2 | .038 |
| Peace Education | 7.103 | 194.73 | 221.51 | 222.01 | 2 | .029 |
| Human Rights | 8.262 | 195.16 | 222.00 | 219.97 | 2 | .016 |
| Intercultural Education | 1.343 | 202.88 | 210.85 | 215.54 | 2 | .511 |
| Socio Economic Issues | 4.885 | 197.79 | 214.72 | 224.08 | 2 | .087 |
| Health Issues | 9.171 | 195.83 | 211.04 | 235.70 | 2 | .010 |
| Language Imperialism | 9.153 | 194.64 | 211.20 | 238.91 | 2 | .010 |

Table 9 presents the participants' answers as to their previous experience on integrating GIs in teaching English with both the mean ranks and the Kruskal-Wallis Test results. The Kruskal-Wallis test results yielded statistically significance difference on participants' previous teaching experience of environmental issues ($p = .038$), peace education ($p = .029$), human rights ($p = .016$), health issues ($p = .010$) and language imperialism ($p = .010$). When analysed their experiences further, it is clear from Table 12 that the participants' previous inexperience addressed the lowest mean ranks (194.64-197.81), meaning the impact of the statistically difference among their amount of experience for each global issue listed. To provide more evidence for and understanding about the mean differences at statistically significance in depth, Table 10 shows the multiple comparisons.



Table 10

Tukey HSD Test Results for Multiple Comparisons of the Participants' Experience on GIs and Choices of GIs for Integration into Teaching English

| Dependent Variable | GIs (A) | Exp (B) | Mean Difference (A-B) | SE | p | 95% Confidence Interval | |
|-----------------------------|------------|------------|-----------------------------|-------|-------|-------------------------------|----------------|
| | | | | | | Lower Bound | Upper Bound |
| Environmental Issues | No | Partly | -.1347* | .0537 | .033 | -.261 | -.008 |
| | | Yes | -.1152 | .0634 | .165 | -.264 | .034 |
| | Partly | No | .1347* | .0537 | .033 | .008 | .261 |
| | | Yes | .0195 | .0696 | .958 | -.144 | .183 |
| | Yes | No | .1152 | .0634 | .165 | -.034 | .264 |
| Partly | Yes | -.0195 | .0696 | .958 | -.183 | .144 | |
| Peace Education | No | Partly | -.2400* | .0937 | .029 | -.460 | -.020 |
| | | Yes | -.2031 | .1106 | .159 | -.463 | .057 |
| | Partly | No | .2400* | .0937 | .029 | .020 | .460 |
| | | Yes | .0369 | .1214 | .950 | -.249 | .323 |
| | Yes | No | .2031 | .1106 | .159 | -.057 | .463 |
| Partly | Yes | -.0369 | .1214 | .950 | -.323 | .249 | |
| Human Rights | No | Partly | -.2585* | .0770 | .002 | -.440 | -.077 |
| | | Yes | -.2283* | .0909 | .033 | -.442 | -.014 |
| | Partly | No | .2585* | .0770 | .002 | .077 | .440 |
| | | Yes | .0302 | .0998 | .951 | -.205 | .265 |
| | Yes | No | .2283* | .0909 | .033 | .014 | .442 |
| Partly | Yes | -.0302 | .0998 | .951 | -.265 | .205 | |
| Intercultural Education | No | Partly | -.0585 | .0650 | .641 | -.211 | .094 |
| | | Yes | -.0994 | .0767 | .398 | -.280 | .081 |
| | Partly | No | .0585 | .0650 | .641 | -.094 | .211 |
| | | Yes | -.0410 | .0842 | .878 | -.239 | .157 |
| | Yes | No | .0994 | .0767 | .398 | -.081 | .280 |
| Partly | Yes | .0410 | .0842 | .878 | -.157 | .239 | |
| Socio Economic Issues | No | Partly | -.1079 | .0881 | .439 | -.315 | .099 |
| | | Yes | -.2259 | .1040 | .077 | -.471 | .019 |
| | Partly | No | .1079 | .0881 | .439 | -.099 | .315 |
| | | Yes | -.1180 | .1142 | .556 | -.387 | .151 |
| | Yes | No | .2259 | .1040 | .077 | -.019 | .471 |
| Partly | Yes | .1180 | .1142 | .556 | -.151 | .387 | |
| Health Issues | No | Partly | -.1281 | .0716 | .174 | -.296 | .040 |
| | | Yes | -.2733* | .0845 | .004 | -.472 | -.074 |
| | Partly | No | .1281 | .0716 | .174 | -.040 | .296 |
| | | Yes | -.1452 | .0928 | .262 | -.364 | .073 |
| | Yes | No | .2733* | .0845 | .004 | .074 | .472 |
| Partly | Yes | .1452 | .0928 | .262 | -.073 | .364 | |
| Language Imperialism | No | Partly | -.1020 | .1100 | .623 | -.361 | .157 |
| | | Yes | -.3703* | .1299 | .013 | -.676 | -.065 |
| | Partly | No | .1020 | .1100 | .623 | -.157 | .361 |
| | | Yes | -.2683 | .1426 | .145 | -.604 | .067 |
| | Yes | No | .3703* | .1299 | .013 | .065 | .676 |
| Partly | Yes | .2683 | .1426 | .145 | -.067 | .604 | |

*. The mean difference is significant at the 0.05 level.

Table 10 shows that participants' answers as to their previous experience and their choices of the GIs addressed the statistically significant difference between 'Partly' and 'No' experience in terms of Environmental Issues ($p = .033$), Peace Education ($p = .029$), Human Rights ($p = .002$); between 'Yes' and 'No' experience in terms of Human Rights ($p = .033$), Health Issues ($p = .004$), Language Imperialism ($p = .013$). Therefore, the Tukey HSD test revealed that the amount of previous experience on GIs determines participants' various choices of GIs with statistically significant difference results.

Qualitative Data Results

We elicited 31 responses out of which two were found to be duplicated by the respondents. Therefore, we analysed 29 participants' responses as to the five questions in the open-ended interview form. Below is dedicated to present the results with regard to each question.

Definition of Global Issues

We asked the participants to define the term 'global issues'. Following the content analysis on their answers, we accessed three categories from the codes: worldwide concerns, specific concerns, and mutual concerns (world vs humanity). The participants widely defined the global issues with a concern requiring attention in terms of issues happening around the world. Figure 2 shows the dispersion of the categories with the relevant number of statements below.

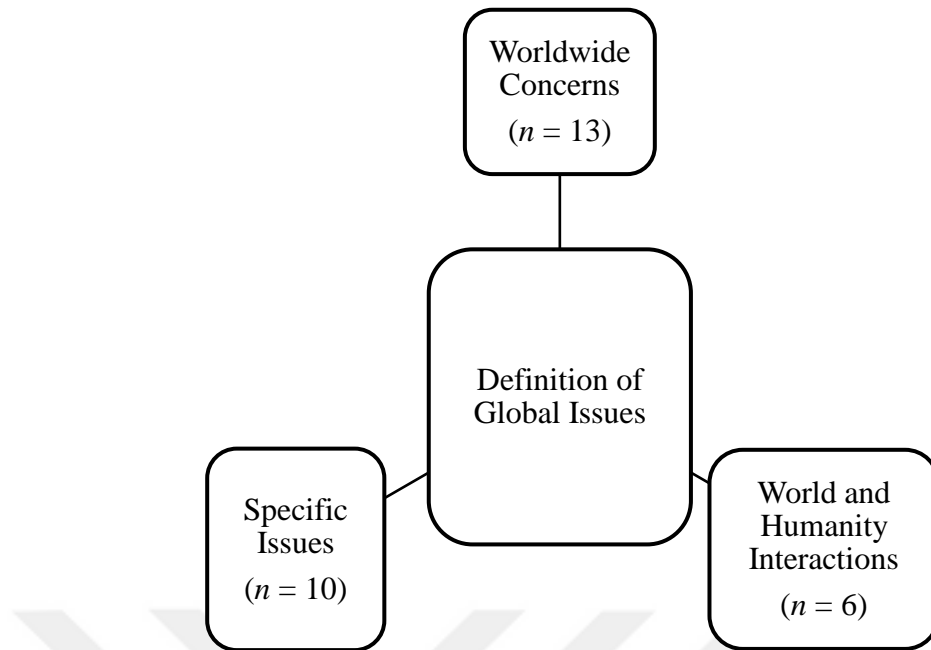


Figure 2. Categories Elicited for Definition of Global Issues

Figure 2 shows the elicited categories serving for the issues, problems and concerns which require attention at a global scale by both from people and governments. Out of the 29 responses, the dominant categories were found as the issues covering ‘Worldwide Concerns’ with 13 responses and then the ‘Specific Issues’ with 10 responses. In the category ‘World Concerns’, participants noted some concerns which need to be tackled by people at international care and interest. Similarly, in the category ‘Specific Issues’, participants employed issues requiring attention at worldwide scale. However, the difference between the ‘World Concerns’ and ‘Specific Issues’ emerges at the participants’ choice of the issues in their definition. Sample extracts are shown below.

P20: *Problems all world citizens are/ should be responsible for.*

P26: *It is a term used to define the issues experienced in another part of the world. Those issues may have a direct or indirect effect on the motherland. Even if they may have no effect at all, they are the issues standing there "out of the door".*

P16: *Any concern which relates to the world's wellbeing.*

P20 noted the worldwide concerns with an interest on the human related concerns while P26 mentioned overseas issues and P16 referred to the world welfare. These three samples typically represent the category ‘Worldwide Concerns’ with similar a purpose serving and requiring need from a global concern. In addition, it is evident from the

answers of participants encoded with 3 and 21 that they viewed the global issues with a reference to issues happening and resulting in a negative way:

P3: *Problems which affect people in all over the world negatively.*

P21: *It's used to refer the problems concern everyone on Earth.*

Therefore, the category 'Worldwide Concerns' relates participants' opinions in terms of any concerns and problems that need to be on the agenda of everyone living in the world.

The second dominant category emerged as the 'Specific Issues', in which participants specifically used the following in their definition: environmental, health, socioeconomic, rights and other issues.

Regarding environmental issues, which was also found the top global issues among others (peace education, health education, human rights, language imperialism), P10 noted global warming, loss of agricultural areas, famine and drought, forest fires and ocean pollution:

P10: *The issues that matter for all people around the world; such as global warming, animal testing, loss of agricultural areas, pandemic, poverty, digital divide, famine and drought, forest fires, ocean pollution.*

Similarly, P13 mentioned directly environmental problems, drought and use of resources. P13 also regarded 'health issues' with a focus on pandemics:

P13: *Global issues refer to economic problems, poverty, environmental problems, drought, starvation, use of resources, pandemics, cyber-attacks, etc.*

P15 employed the same word of environmental issues in their definition, and touched upon 'socioeconomic education' by poverty:

P15: *Those have an impact on the whole world community, such as environmental issues, social issues, overpopulation, poverty and so on.*

Also, P18 also touched upon human rights, children rights and animal rights. In addition, this second dominant category incorporated cyber-attacks and digital divide as the code of 'other issues'.

P18: *Is mostly about the pollution of the world including air, soil, water. However, if we take one more step further, I will point out that social, economic, environmental and political issues which are all about human rights, children rights, animal rights and so on.*

Another category emerged as 'Mutual concerns (world vs humanity)' with 6 statements. The sample extracts shown below represent the effects both on the world as

the planet and the humanity living on it. For example, P11 and P17 directly related the two to each other with a mutual effect:

P11: *The problems concerning the earth and all the people living on it.*

P17: *I think global issues are the problems and situations which concern and actually should concern all the people in the world as the results of those issues affecting everybody.*

Also, P24 mentioned this effect without any dominance on either the positive or the negative side. This is significant because when global issues are handled, several participants imagine only problems.

P24: *The issues that concern humanity and have a worldwide effect (positive or negative).*

To sum up, it can be said that the participants defined the global issues with reference to Specific Issues that are commonly reported in the literature and the happenings which require attention from people beyond national boundaries.

Language Skills

In the second interview question, the participants were requested to report the language skills that they believed the most convenient so as to embed global issues within their teaching. The content analysis resulted in five categories out of 24 responses. The categories are illustrated in Figure 3 below.

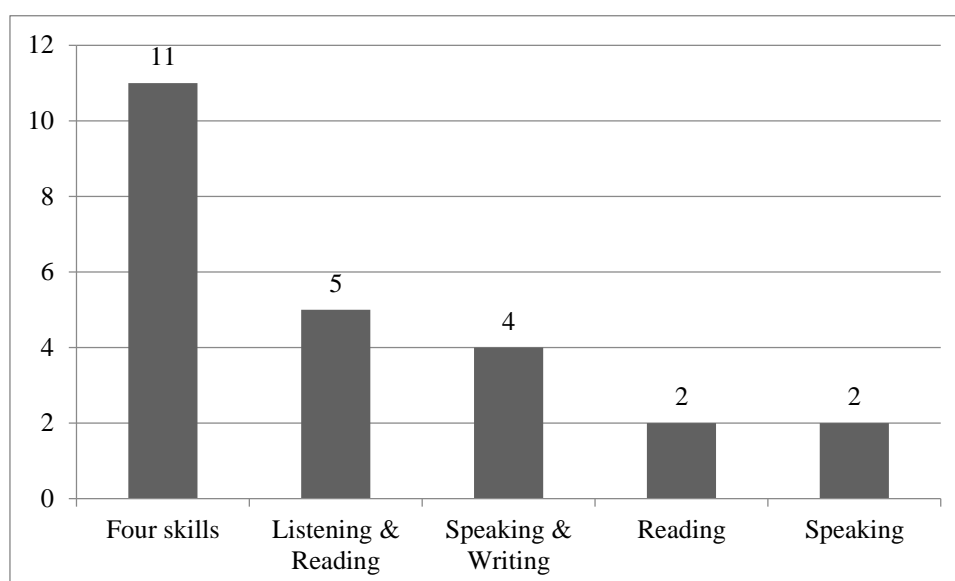


Figure 3. Suitable Language Skills

Figure 3 above shows that the dominant category was found to be ‘Four skills’ with a number of 11 statements. In this category, the participants noted all the four language skills (i.e., listening, reading, writing, speaking). Several samples are presented below.

P10: *All four of them as the students need input (reading & listening) and then share their opinions (speaking & writing).*

P12: *Reading, listening, speaking, writing. All of them are equal for me.*

The above extracts show that participants had a tendency to see all of the four language skills either equal to each other as P12 reported, or could be incorporated by firstly addressing an input-based teaching, which could lead to output, as P10 reported. Besides, the following statements provide more reasoning on this two-fold view: equality and sequence.

P13: *All four skills should be used when incorporating global issues in lessons. Listening and reading text could be selected to inform students on these issues and speaking and writing topics could be on the issues discussed in the listening or reading texts. I personally don't think that any one skill would be more convenient as I believe they are all useful and convenient.*

P17: *I cannot favour one language skills over another one in this respect. Overall, integrating global issues into language teaching needs to be taken as an opportunity to raise awareness in foreign language classrooms. Such an approach will motivate both learners and teachers to think once again on the global issues and concerns. More specifically, bringing reading texts or videos/audios on different aspects of global issues, using them for initiation discussions in speaking tasks, and planning writing tasks on these issues are critical in language classrooms in my opinion.*

As P12 noted the equality among the four skills, P13 and P17 also did not view any language skill superior from one to another. Apart from that, the participants brought some ways in how to embed global issues in such an integration of four skills. For example, P13 and P17 addressed the receptive skills in order for ensuring input and productive skills for providing output. In addition to that, P17 signalled on the merits of preferring global issues as content to the language teaching environment. This is because P17 promoted the motivational aspects that both students and teachers could feel by building awareness through global issues. Another invaluable comment is presented below.

P19: *All integrated skills I guess. As I tried content-based teaching in some classes, it, i can say, worked quite well with intermediate groups. We mostly did reading and*

speaking skills. To my experience if students are exposed to considerable amount of reading, they may also be asked to give written homework.

P19 mentioned their experience and promoted a match of content-based teaching with embedding global issues as the key content to language teaching. The participant shed light also onto the language proficiency of students, which is important particularly for sparking debates by using Speaking skill.

Another dominant category after ‘Four skills’ was detected as ‘Listening & Reading’, in which participants did not provide any justification, but at least they addressed the receptive skills, which might be of use for providing input.

Another category emerged again with a match of two skills, ‘Speaking & Writing’, which encompassed an output-based instruction. A representative sample is illustrated below.

P25: Speaking of course. Although writing is another important skill, speaking is directly related with negotiation. Negotiation requires convincing or explanation unless it is beguiling or rhetoric.

P25 prioritised Speaking initially and then addressed Writing; nevertheless, they related the nature of language into communication via persuasion or clarification techniques, which are vital to Speaking. It could be significant because global issues could be seen as the motives for sparking debates in classroom environment.

The last two categories employed ‘Reading’ and ‘Speaking’ with two statements for each. Therefore, neither provided any superiority for one another. Though no specific justification was found, the answer was only reported “Speaking” by the participants, one justification was made by one participant on ‘Reading’.

P2: When we specifically think about certain countries, in a country like Turkey, incorporating reading skill based on global issues is more likely to me. That topic is not a daily topic and it may not be easy for students to deal with in skills like speaking.

P2 clearly found global issues challenging to espouse with Speaking but Reading. The participant also related global issues to the critical role it plays, since it is not an issue of everyday life of the students. Therefore, the participant might believe in the advantage that the Reading skill could offer for students.

To sum up, the participants’ responses as to which language skills are seen the most suitable to run global issues showed that they have an overall tendency to embed global issues through using the four skills, with a total number of 11 statements. The

participants addressed a teaching model firstly with the provisional of the input, then leading to the output by integrating the four skills in language teaching. The rest 13 responses dispersed from a combination of two skills ‘Listening & Reading’ and ‘Speaking & Writing’ to separate skills of ‘Reading’ and ‘Speaking’. This leads to the fact that participants prioritised an input-based teaching system rather than an output-based one. However, they did not touch upon the other two skills separately, namely ‘Listening’ and ‘Writing’, though they referred to these skills in the integrated model. In brief, participants seem to view reading as the input of global issues in teaching and speaking as the output of learning.

Environmental Issues as a Primary Global Issue

According to the earlier results gained from the quantitative questionnaire, Environmental Issues was found to be the top issue among others. In the third interview question, the participants were asked to reflect on this particular quantitative result. The participants’ responses were analysed and only two participants (P6, P8) disagreed with such a dominance of environmental issues over other issues.

P6: No, I do not agree on the idea that Environmental Issues is the most important global issue among others. There are more important ones like health or self-care, especially in these days.

P8: Yes, it is one of the most appropriate issues to incorporate in our classes; but the most crucial thing is to be able to incorporate the other issues!

When the interview form was directed at the participants, it was after the Covid-19 outbreak. It is clear from the words “these days” of P6 to see the effect of the Covid-19 pandemic, which has risen as the global threat to many fields of life. Additionally, P8 found Environmental Issues appropriate to be embedded in language teaching; however, P8 further addressed the importance of other issues to be implemented in teaching as well. Such a disagreement relied on only two responses, but the rest of the participants (n =27) favoured the dominance of Environmental Issues to other issues by ensuring reasons. Their reasons are classified under three categories, which are illustrated in Figure 4 below.

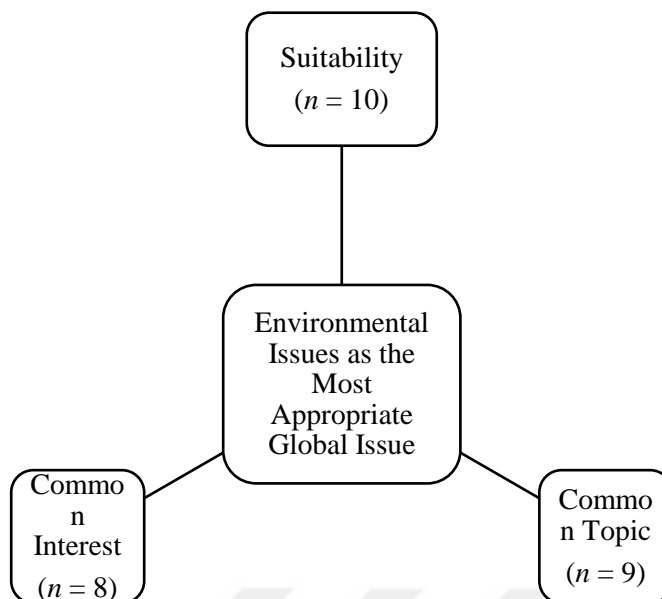


Figure 4. Categories Elicited for the Prioritising Environmental Issues

Figure 4 above shows three categories digging in why the EFL lecturers previously prioritised Environmental Issues as the top global issues to be incorporated in language teaching. Participants found Environmental Issues suitable to implement in language teaching for various reasons, a common topic which could not push students rather provoke common interest among students.

The first category, ‘Suitability’, was detected as the top category out of others in that it consisted of 10 responses. The following sample extracts show various common ideas. For example, P15 viewed Environmental Issues suitable to provide intellectual knowledge:

P15: *I considerably agree with this idea since instilling learners with environmental education could be a convenient means to provide intellectual knowledge.*

Also, P12 perceived Environmental Issues to be catchy in terms of students’ interest:

P12: *Yes, it is appropriate and kind of safe to teach in a classroom environment. Also, it may attract every student's attention as it is a global issue.*

Finally, P13 and P21 similarly attributed Environmental Issues to provide grounds which are safe to be dealt in classroom environment and to ensure freedom of speech:

P13: *The environment has direct and observable effects on everyone, and unlike other issues, such as gender inequality, primary education, etc., it is not a sensitive controversial issue, which makes it a suitable topic to be touched upon in classes.*

However, I personally think that, depending on the age group, a whole lot of global problems could and should be discussed in classes.

P21: I would agree that it is one of the most appropriate issues. The reason is that it is a common issue that all students can relate to. It also relates to the land and world we live in and share. It is also an unproblematic issue (unlike politics and religion etc.) in which every student can share their opinion openly.

Therefore, it can be said that the EFL lecturers considered the classroom dynamics and learning endeavours more than other reasons to cater for the best appropriateness in language teaching through Environmental Issues.

The second category was found to be related to the nature of Environmental Issues which is a 'Common Topic' to be dealt within the scope of global issues. Though 'Common Topic' seems to be involved in the categories of 'Suitability' and 'Common Interest', it differs from both in terms of its dominant role by students' familiarity and knowledge about Environmental Issues, as noted by P14, P19 and P7 in the following sample excerpts:

P14: Yes, looking at the grave problems the World is facing, environmental destruction seems to be the major cause of several in interrelated issues.

P19: Since it is a common issue and there are so programmes and documents in many visual and written media, students will have a lot to say and learn.

P7: I think so because this issue specifically includes global warming, pollution, natural disasters, famine, recycling and many others that are main global issues that humanity has faced with.

Participants also found Environmental Issues garnering students' 'Common Interest'. Examining participants' sample views below, the category 'Common interest' involves worldwide concern as noted by P1, awareness as prompted by P11, responsibility as highlighted by P9.

P1: Because it is related to everyone and everything on earth.

P11: I also agree with the analysis because environment is an issue which interests everybody from different perspectives. Everyone has a word to say on environmental issues and to be honest, we should be aware of the situation about our environment. That is why environmental education is really important in terms of both providing a variety of topics to discuss and raising awareness.

P9: Absolutely! This topic is the best way of integrating language learning and becoming a responsive individual.

Therefore, the EFL lecturers seemed to prefer Environmental Issues as the one which plays a pivotal role in garnering the learners' attention and interest more than other issues involved in global issues. This may be due to the fact that EFL lecturers may have experienced or been exposed to input about global warming, deforestation, drought and other environmental issues previously because both the quantitative and qualitative results show a match of ideas.

To sum up, it can be said that most of the participants supported the previous quantitative results from the survey, which ranked Environmental Issues the top issue among others, with their qualitative views. This further qualitative data result emerged in three categories of opinions, which addressed the 'Suitability' of Environmental Issues in integrating into language teaching initially. It also revealed Environmental Issues a 'Common Topic' that students are familiar with many forms of environmental issues such as global warming, pollution, natural disasters, famine and recycling through media. Finally, the category 'Common Interest' emerged as EFL lecturers described it as an awareness tool and find it appealing for developing students' responsibility towards environment.

Language Imperialism as a Secondary Global Issue

Previously, the quantitative results yielded Language Imperialism as the least concerned global issue among six others. In order to dig in the participants' views on this particular result, they were asked the following question: "The analysis of my data revealed that Language Imperialism is the least appropriate issue to incorporate in teaching English. Do you also think so? Why? /Why not?". Therefore, they were asked to show agreement or disagreement with the particular quantitative result by providing reasons. The content analysis of their responses elicited four categories, of which one was attributed to agreeing with the quantitative result and the rest three for showing disagreement. The categories are shown in Figure 5 below.

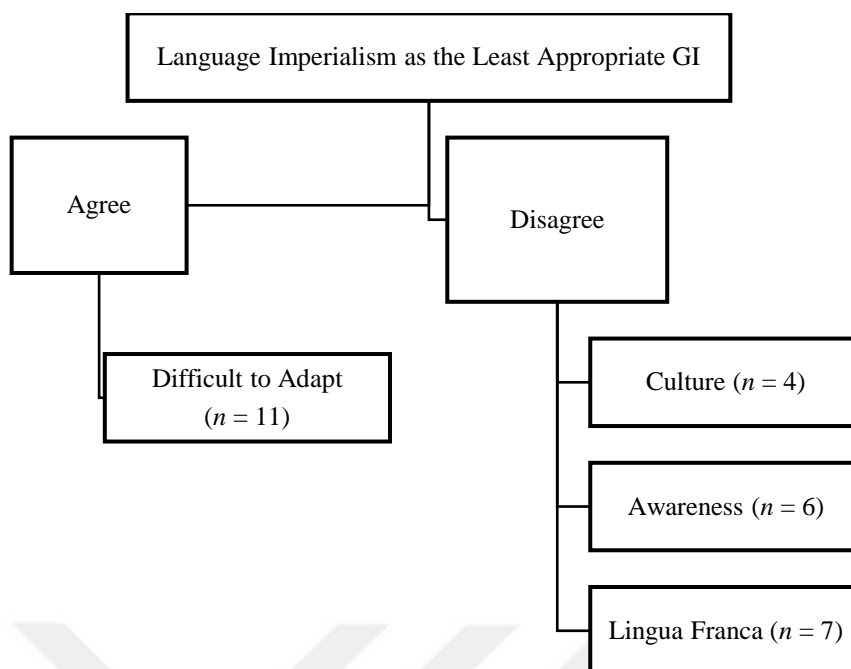


Figure 5. Categories Elicited for the Ranking Language Imperialism as a Secondary Global Issue

Figure 5 shows that the content analysis provided three categories showing disagreement with 17 responses while one other category representing agreement with 11 statements. All the reasons for the agreement of the respondents were based on one category, 'Difficult to Adapt' of which sample extracts are presented below. Accordingly, EFL lecturers showed agreement to the least appropriate nature of language imperialism with a common view of that it is difficult to adapt into language teaching and learning.

For example, P11 noted that employing such issue could deteriorate students' motivation

P11: I believe that Language Imperialism gives the impression that individuals must learn the target language so that they can survive in their professional life. Feeling and observing this pushes learners away and they focus on the obligation instead of seeing their capability and this results in a great amount of demotivation.

In a similar vein, P9 viewed this issue as it could damage education and placed no requisite for promoting this issue in education:

P9: Yes, I agree, no need to let imperialism to damage education, we should focus on positive outcomes and get our learners to become aware of and responsible for the future of our planet.

Another striking finding about the unsuitability of this issue was raised by P12 in terms of not being appropriate for triggering students' cognitive skills:

P12: It is a kind of a fruitful or infertile topic to incorporate in teaching English. The topic may be too demanding for the cognitive skills of our learners.

Though the students are at tertiary level, still the EFL lecturers hesitate to employ such issue freely in their teaching syllabus. The sample answers further show evidence that EFL lecturers have several hesitations on incorporating this issue by considering language imperialism adaptive to context by P18's own words. Therefore, the lecturers seem to feel unsafe in running such issue in their class.

P18: Agree! Depending on the context, linguistic imperialism results in absolute or partial assimilation. When the relationship between language and national identity is considered, it has the potential to jeopardize a nation's life and future.

In contrast to the answers showing agreement, a total number of 17 responses were categorised for disagreeing the idea that 'Language Imperialism is the least appropriate global issue to incorporate in EFL teaching'.

The highest number of responses (n = 7) showing disagreement were clustered into the category 'Lingua franca'. The respondents' answers show the significant place of English around the globe and the need for seeing it as a means of communication, economy, politics and culture. For example, P3 notably stated that English is a global international language, belonging to the all humans living on the earth and also implicated the need for a lingua franca of the world:

P3: I don't believe in the language imperialism because English is a global international language. It's not a language that belongs to only Americans or the British. It belongs to all people in the world. It's a lingua franca in a way. If English weren't the lingua franca, it would be another language.

Similarly, P29 viewed English as a common language in many domains of life, which could not be seen to employ any role in imperialism:

P29: No, I don't think so, because English is the global language that is spoken nationally and internationally and it has also dominated the world economically, politically and culturally.

Additionally, P27 discussed this issue in detail and in short concluded the place of English by meaning as the lingua franca which is used for many purposes that could not cater for any imperialism in the 21st century of the world:

P27: *As a world citizen who does not believe in and does not accept religion, language, race and other differences among people, I also do not believe in language imperialism. Although the imperialist approach of the reason why England is a country that "the empire on which the sun never sets" and as a result, English has become a universal language, in today's conditions, the results of all studies and experiments are mostly reached in English. Thus, it is also a fact that the way to become a person goes through hard work, a lot of research, developing joint projects and doing international studies involve knowing English. At this stage, although it may be contrary to nationalists as a nationalist of the countries they own and the nation they insist on carrying the label, to be more developed, more prosperous, more pluralist, more humanist, nature lover, universal language passes through learning English.*

In addition, six responses were found to serve for disfavoured this issue with the emphasis on 'Awareness', since participants wanted to include Language Imperialism in language teaching to build awareness among students. The following sample extracts show clear evidence from P20 and P8's views that this issue should be part of utilizing global issues in language classes as an awareness tool.

P20: *I personally wouldn't avoid it because it's an issue that our students can contribute on. The topic itself raises some awareness.*

P8: *I don't think so! It is one of the best topics to incorporate in our classes because we teach English and learners should be aware of the purposes behind it. We should increase our students' language awareness while teaching a language. Right?*

Additionally, P23 and P13 signalled such awareness by weighing this issue with others as well:

P23: *I totally disagree. Language imperialism is as important as environmental problems. It would be useful for the learners to know what language imperialism is and how it affects the culture and the society.*

P13: *I do not believe that just because we teach language, we should not talk about Language Imperialism. We can be critical on languages, too. We should be able to talk about issues concerning languages and how they are used as a form of imperialism.*

Therefore, several participants disfavoured neglecting language imperialism in language teaching but favoured it as a tool for building and raising awareness since students learn language, they need to do it consciously.

The last category employed ‘Culture’ as participants’ main reason to prioritise this issue. The following sample extracts show that participants emphasised the importance of culture and language, which could not be separated from each other and this led them to view language imperialism as an issue to be incorporated in language teaching. For example, P17 noted the importance of culture, which could be given in the form of multicultural attainments leading to a multilingual globe:

P17: The term language imperialism evokes a stance towards favouring some languages over others. I totally do not agree with such a point of view. I am sure the word imperialism in the issue is the very reason for the initial finding you reached. In short, language programs or curricula must favour a multicultural and accordingly multilingual globe.

Put in a similar vein, P26 favoured for the equal characteristics of language in today’s world by touching on the role of language teaching ensuring intercultural communication.

P26: No, I don’t. Considering the strong relationship between language and culture/thought, language teaching should be viewed from a perspective that recognizes and appreciates differences and richness of the languages and cultures, and not assuming/imposing that there is a hierarchy among languages.

To sum up, it is clear from participants’ responses that although the quantitative results showed that language imperialism was seen to be ranked as the least important issue to be incorporated as a global issue in language teaching, a great majority of the answers led to the decline of a view with 17 answers. However, it is still notable to be aware that 11 of the answers backed up the quantitative results. Therefore, the qualitative results did not verify the quantitative results sufficiently though clarified the quantitative results by the underlying reasons and hesitations from the participants.

Role of Teaching Experience

The last question in the interview form sought to find out EFL lecturers’ views on the importance of teaching experience in integrating global issues in teaching English (Do you think teaching experience is important in integration of global issues in teaching English? Why? /Why not?). Ample findings were found on this by promoting the significance of teaching experience as illustrated in Figure 6 below.

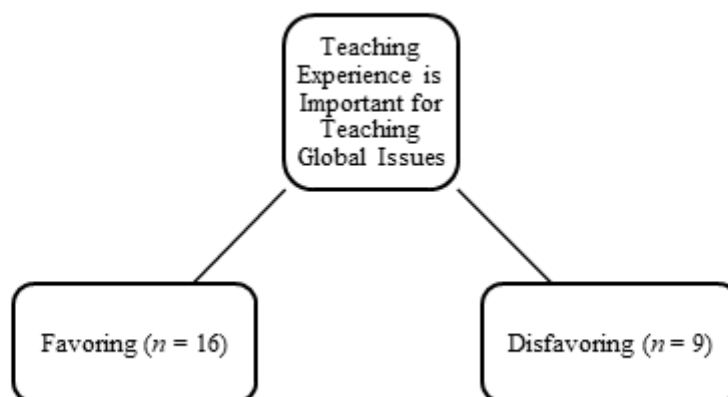


Figure 6. Categories Elicited for the Role of Teaching Experience

Figure 6 shows two dominant categories: namely, favouring and disfavouring, out of a total number of 25 answers the participants provided. Participants mostly favoured teaching experience, which could in turn affect the way EFL lecturers could incorporate global issues in language teaching. The sample extracts show that EFL lecturers favour teaching experience in various terms because when teachers get more experienced in teaching, they do also improve and develop themselves professionally. Therefore, the requisite for incorporating global issues relies on different aspects gained in the course of the time a teacher gains out of their teaching experience. For example, P2 refers to the world knowledge:

P2: Of course, it is important. English is an international language and it is the best tool to touch on global issues. Whatever happens in the world is expressed in English in one way or another from social media, to written media and even including other linguistic sources such as movies and videos etc. So, we can integrate any source of language into our teaching experiences regarding global issues.

Similarly, P7 signals quality teaching by the following words:

P7: Of course, yes. Having awareness and knowledge about a topic does not guarantee that you can teach it successfully. Having experience in teaching arises new perspectives as a teacher. This is a key for transmitting knowledge as desired and preparing a qualified lesson regarding instructional activities, students' interests, aims and objectives of the lesson.

More saliently, P16 stresses the importance of teaching experience:

P16: Definitely crucial since it is only the teacher's vision and intellect which will allow for true learning to be achieved.

Also, P24 voices on the knowledge that the teachers gain:

P24: Experience is without doubt one of the most important things in teaching. In terms of global issues, I believe that the personality of teachers, their teaching style, pedagogical knowledge is more important. If the teacher is really into doing research, reading and dealing with global issues, this teacher will definitely use a myriad of authentic materials related to the global issues while teaching the target language, English.

Finally, P26 sees teaching success nurtured out of experience:

P26: Definitely. Nothing can take the place of experience when dealing with important issues such as integration of global issues in teaching English. Success and guidance cannot do without experience.

Therefore, ample findings have been revealed out of the content analysis that attributes the significance of teaching experience in order to run the content in classroom teaching with confidence.

On the other hand, the content analysis revealed the category ‘Disfavouring’, which comprised of 9 responses. The responses show that several EFL lecturers simply avoided teaching experience to play a major role in integrating global issues in teaching English for several reasons. For example, P28 and P13 prioritised teachers’ capability to run any topic and knowledge about their learners, respectively:

P28: In my opinion, it is definitely up to the instructor’s own capability, not teaching experience.

P13: It is more related to knowing your learners rather than teaching experience I guess. When you know your learners’ capabilities, skills they need to work on, any teacher can adapt or integrate any topics into teaching.

Similarly, P21 simply ignored global issues requiring any specific teaching experience:

P21: Experience is normally important but in this issue it is not necessarily.

Also, P14 showed a negative stance by referring to the sufficiency of creativity that a teacher could have in running global issues:

P14: It is true that the more experienced the teacher, the more creative s/he could be able to incorporate any topic in their lessons. I, however, believe that it is about the teacher’s worldview if they include global issues or not as sometimes the more experienced teachers are so set in their ways that they never want to change the way they teach to include topics that should be touched upon. Thus, I believe not teaching

experience but teacher's worldview, perspective on teaching and creativity are important in integrating global issues in their teaching.

Finally, P3 directly referred to the awareness of EFL lecturers in running global issues:

P3: Experience of the teacher is not important. The only important thing is the awareness of English teachers. I do believe that English teachers are highly sensitive teachers who are really interested in teaching these issues and make use of them in their classes as teaching materials.

It is clear from these statements that EFL lecturers are seen to be the source of guidance and knowledge without relying only on their teaching experience but a myriad of other factors such as their potentials to teach English.

To sum up, the elicited categories - 'Favouring' and 'Disfavouring' - show dominantly that the more experienced an EFL lecturer, the more they can integrate global issues in their teaching. However, having knowledge about learners and global issues does also shape the way that a relatively less experienced EFL lecturer could accomplish such integration in their class.

4. DISCUSSION AND CONCLUSION

Introduction

This section outlays the summary of the study which is followed by discussion of the findings leading to specific conclusions. In addition, this section portrays several implications and limitations and suggestions for further studies.

Summary of the Study

This study set out to investigate Turkish EFL lecturers' opinions on integrating global issues into language teaching at tertiary level. To accomplish this aim, we have employed four research questions, two of which mainly sought answers to such integration and examined the findings considering different variables such as gender, age, years of teaching experience and teaching experience of global issues. The other two research questions focused on participants' definition of global issues and the most appropriate language skills as perceived for running global issues in language teaching at tertiary level. To answer the research questions, we used a survey adapted from Kaplan (2019) and gained 414 EFL lecturers' views. In addition, we backed up their responses with 29 volunteer participants' views through a structured interview form. By doing so, we have followed an explanatory sequential mixed research design, where the qualitative data collection phase relied on the responses gathered from the quantitative part (Cresswell, 2011). The quantitative data was analysed through statistical tests on SPSS and then the qualitative data was exposed to content analysis. The statistical analyses revealed that Turkish EFL lecturers seemed to favour the integration of global issues in language teaching. Their views did not show significant dispersion over their gender, age, years of teaching experience but previous teaching experience on using global issues in language teaching. They also prioritized Environmental Issues over other specific global issues. The qualitative content analysis revealed that EFL lecturers defined global issues mostly as a threat to the world where nations should develop several common actions and plans. The participants dominantly opted for an integrated teaching model informed of four language skills in embedding global issues into language teaching. However, following a sequential explanatory mixed research design afforded us the opportunity to see participants' comments over the highest ranked issue, Environmental Issues and the lowest, Language Imperialism. According to this, though

Environmental Issues were found to be the top global issue and the Language Imperialism ranked the lowest interest, the qualitative data results mostly provided evidence not favouring such a quantitative result strongly. The following part is dedicated to discussing several results by comparing the quantitative results with that of qualitative results and showing similar or different findings from the pertinent literature.

Integration of Global Issues in Language Teaching

The quantitative results identified Environmental Issues, Intercultural Education, Human Rights Education, Health Issues, Socioeconomic Issues, Peace Education, and Language Imperialism in a descending order according to the obtained mean scores. This result showing Environmental Issues as a top global issue was also found or investigated in a plethora number of studies (Arikan, 2009; Başarır, 2017; Paradedwari et al., 2018; Salı & Gürsoy, 2014). However, the interview results indicated that participants not only favoured Environmental Issues but also emphasized other issues as of equal importance to note in incorporation of global issues in language teaching. This also shows similarity to the findings of Başarır (2017), which stressed the construct of global citizenship as an alternative to environmental issues among tertiary level students. In addition, it may similarly share Gürsoy's (2020) suggestion to incorporate global issues in language education for embarking more socially responsible global citizens. However, the reason as to prioritising Environmental Issues to others in the quantitative data can be linked to the nature of Environmental Issues because they can be seen as the most frequent issue as the related literature shas shown evidence so far (Akbanan & Yavuz, 2020; Gürsoy, 2020).

Most of the participants in our study also viewed Language Imperialism as a neglected issue in the quantitative results. However, in the qualitative results, they related Language Imperialism to Culture, Awareness and Lingua Franca in their utterances. This qualitative result showing contrastive perspective to the quantitative results might potentially boost the explanatory power of sequential mixed methods research design. Similar findings were also reported in Read (2017) on that employing global issues of any kind could bring more awareness and growth in learning other cultures. More directly similar results were also reported in Erfani's (2012) study as seeing global issues to help the removal of cultural and linguistic imperialism in language teaching environments. Additionally, Phillipson (1992) defines linguistic

imperialism by adopting English as the lingua franca of the world but with a highly dominance of ensuring materials and ideologies which bring about the inequalities between it and the other languages. More recently, Mackenzie (2021) sees Phillipson's definition and approach to linguistic imperialism as the forms of cultural, political, economic and military imperialism and further links it not a unique form of imperialism of the 21st century but a form of hegemonic languages experienced in the Latin language in the Roman Empire and Russian language in the Soviet Union. Therefore, Mackenzie (2021) sees Phillipson's intellectual output in English. To sum up the definitions and the perceptions on the views towards language imperialism, the qualitative results of the study also share common ideas but with a manifestation of discussing issues to bring awareness, to bridge the intercultural communication and to use the lingua franca of the world. This is due to the modern age we are in because no linguistic imperialism could be allowed in language teaching classrooms but language is seen as a tool for both teachers and learners to facilitate the learning atmosphere.

Furthermore, according to our findings, there is still a common view among EFL lecturers by attributing Environmental Issues as the top global issue among others. The participants' views did not vary with statistically significant differences across gender, age, overall teaching experience. The qualitative data also shed light onto the fact that most of them found teaching experience important in running global issues in language teaching since they believed that the more teaching experience a teacher gains, the more accountability they can get in teaching global issues, which requires special attention in a classroom environment. However, some still did not favour teaching experience so much important in embedding global issues. They believed that having knowledge about global issues and the learners can help even novice teachers for such an integration. These findings do not show similarity with that of Akbana and Yavuz's (2020) study, where EFL lecturers viewed their teaching experience as indicators of establishing a link between global issues and language teaching.

Though there was no statistically significance difference elicited across the aforementioned variables, there was only one variable found to differ statistically significance: EFL lecturers' previous teaching experience on global issues. As of specific note to the findings, the Kruskal-Wallis test results yielded statistically significance difference on the EFL lecturers' experience of environmental issues, peace education, human rights, health issues and language imperialism. Participants' definition of global issues also can pave the way for understanding their concerns more

specifically. That is to say, there are three categories that emerged out of the participants' views: Worldwide Concerns, Specific Issues and World and Humanity Interactions. The first and the last categories cover the issues addressing the aforementioned statistically significance difference. On the other hand, the second category directly involved the aforementioned issues in the participants' definitions of global issues. Therefore, participants' previous experience determines a dispersion of views saliently; however, without measuring this variable, participants are still keen on using such specific topics as their content for defining global issues. This may seem to indicate how much they prioritise environmental issues, show concerns on peace education, which supports the qualitative categories, Worldwide Concerns and World and Humanity Interactions, and finally the pertinent literature which suggests to include issues other than environmental ones (Arikan, 2009; Kaplan, 2019, Kaplan & Topkaya, 2016). As of direct note to our findings, Akbana and Yavuz's (2020) findings particularly support the findings of our study in that the EFL lecturers mostly addressed challenges and partly mentioned both challenges and opportunities for describing what global issues are for them. Put in a similar vein, their findings indicate that EFL lecturers both see global issues with a dominantly negative power and relatively a combination of both negative and positive power. This is interesting because the elicited categories in our study consisted of Worldwide Concerns including the similar negative and positive power. Another perspective can be taken on a very recent issue that the globe has experienced: Covid-19. It has not been only a health issue but also an issue to many other domains of life and in our context, it is education. More specifically, language teaching studies have had close looks on what sort of effects the pandemic had on language learners, teachers and institutions. A recent scoping review which presents the findings of studies on language teaching and Covid-19 is of Akbana et al.'s (2021). In their study, Akbana et al. (2021) scrutinised the findings of the publications with a qualitative research method and ran content analysis, consequently they found more affordances of emergency remote teaching than constraints for teachers and students. Their findings also indicated that support from governmental authorities, schools or peers could be of help for overcoming emergent challenges altogether. Therefore, a local issue; Covid-19, has forced all stakeholders in education to overcome the challenges and turn them into opportunities for developing responsibilities. It is paramount of importance to note that such a local issue has become a global concern of all sectors that in our language teaching we have experienced it. Regarding the link to

the present study, it can be clearly stated that Covid-19 has made pandemics – or in a broader sense – health issues a concern for global issues in language education.

Another component which sought a meaningful match for integrating global issues in language teaching identified the most appropriate language skills. The interview results showed evidence on that the EFL lecturers showed a tendency to prefer all the four language skills but they also selected a pair of skills together; for example, Listening and Reading, and Speaking and Writing. Most of the participants particularly wanted to follow an integrated four skills-based teaching philosophy, where the learners could be ensured with input leading to output. This is in line with the findings of Omidvar and Sukumar (2013), where global issues were integrated by following a communicative approach to language teaching and such incorporation offered awareness and interest form students in Indian EFL context. Also, some participants in our study addressed using the productive language skills for students to cultivate their ideas on. This shows similarity to the findings of Akbana and Yavuz (2020) in that EFL lecturers regarded writing and speaking the most convenient language skills to enable global issues easily for sparking debates in language learning classrooms.

Conclusions

Considering all the above findings and discussions, we can conclude that Turkish EFL lecturers tend to prefer incorporation of global issues in language teaching regardless of any statistically significant difference on their views in terms of gender, age and years of teaching experience. Also, the EFL lecturers who had previous experience in such an incorporation proved stronger views on this meaningful match. Additionally, the EFL lecturers perceive global issues which need to be tackled with international concerns. Finally, they want to raise such concerns in their classroom teaching through integrating four language skills, by which students dwell into global issues as the content for learning the Lingua Franca of the world and building awareness on different cultures.

Implications

This study took place in Turkish context. However, the topic it adopts includes terminologically the word “global”. Therefore, accessing international EFL lecturers’ views would ensure more global awareness on a meaningful match between global

issues and language teaching. This is a methodological implication that needs to be considered for further studies. Apart from that, the educational policy makers and textbook companies should encourage curriculum developers and the EFL teachers in order to bring global issues into their teaching agenda. This can be achieved by a governmental policy initially. The politically hot debates could also be well-considered because the concerns should be over global issues not local ones. Such encouragement can also be achieved at school of foreign languages which follow intensive language teaching programs – or so called the English prep-programs. The institutional language mastery objectives and outputs could be specified by enabling language learners with critical thinking abilities, where global issues could play a major role in students' linguistic development. In today's world, where individuals have experienced how to be global citizens due to the recent Covid-19 pandemic, global issues are becoming hot issues that all curriculum designers would implicate emergent plans on their agenda.

Limitations and Suggestions for Further Studies

The number of participants who took the questionnaire was 414 EFL lecturers in Turkey. However, to boost and back up the quantitative data, 30 volunteer participants took structured interview forms. In-class practices of EFL lecturers were reported through these two data collection instruments, but it would be better if their actual teaching practices could be observed. Therefore, the data collection tools are limited to only a "Structured Interview Form" and a "Teacher Questionnaire" which can provide both qualitative and quantitative results but they may need to be backed up with a third data collection tool to validate the triangulation process. Additionally, this thesis only presents insights from tertiary level but it could be better if the study could incorporate K-12 level teachers' and students' views and present the insights at K-16 level. Therefore, future studies can rely on diverse number of participant populations from different level of education.

In addition, this study only investigated the EFL lecturers' views on the use of global issues as content for language teaching but it has not sought any answers on which sort of content and how to adapt it. However, this study has revealed the facilitative effect of running global issues at tertiary level by discussing the related literature on providing the desirable language level proficiency, study of major and learner age in addition to the selection of language skills. For this reason, future studies should develop content

for tertiary level students majoring in departments which could garner students' more attention. This can be achievable by integrating four skills where the productive skills can be of use for letting learners to develop language performance. To develop such content, textbook authors should also be aware on the need for raising and developing awareness on global issues, which could trigger more food for thought not only for the learners but also for the teachers.



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APPENDICES

Appendix A: Ethic Committee Approval of Çağ University

| T.C | |
|---|--|
| ÇAĞ ÜNİVERSİTESİ | |
| SOSYAL BİLİMLER ENSTİTÜSÜ | |
| TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU | |
| ÖĞRENCİ BİLGİLERİ | |
| T.C. NOSU | |
| ADI VE SOYADI | Sezai ÖZEL |
| ÖĞRENCİ NO | 20198017 |
| TEL. NO. | |
| E - MAİL ADRESLERİ | |
| ANA BİLİM DALI | İngiliz Dili Eğitimi Anabilim Dalı |
| HANGİ AŞAMADA OLDUĞU (DERS / TEZ) | Tez Aşaması |
| İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI | 2020/2021-GÜZ DÖNEMİ KAYDIMI YENİLEDİM |
| ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER | |
| TEZİN KONUSU | Bu yüksek lisans tezinin konusu Türkiye'deki üniversite düzeyinde yabancı dil olarak İngilizcenin öğretiminde küresel meselelerin İngilizce öğretim görevlileri tarafından ne kadar ele alındığını araştırmaktır. |
| TEZİN AMACI | Bu yüksek lisans tezi üniversite düzeyinde İngilizce dili öğretiminde küresel meselelerin öğretim görevlileri tarafından ne kadar kullanıldığı ve ne amaçla kullanıldığını, ayrıca öğretim görevlilerinin dil eğitimindeki küresel meselelere karşı görüşlerini ortaya koymayı amaçlamaktadır. |
| TEZİN TÜRKÇE ÖZETİ | Bu çalışma, yüksek öğretim düzeyinde dil öğretiminde yabancı dil olarak İngilizce öğretim görevlilerinin küresel meseleler hakkındaki görüşlerinin anlaşılmasını göstermeyi amaçlamaktadır. Bu amaçla anketlerden oluşan nicel bir araştırma yöntemi kullanılacaktır. Nicel araştırma yöntemleri arasında, yabancı dil olarak İngilizce öğretim görevlilerinin görüşlerini tanımlamak için anket araştırma tekniği kullanılacaktır. Nicel verileri desteklemek ve yabancı dil olarak İngilizce öğretim görevlilerinin görüşlerini ortaya koyabilmek için araştırmacı tarafından hazırlanan ve danışman tarafından kontrol edilen yarı yapılandırılmış bir görüşme de kullanılacaktır. Elde edilecek bulguların, az sayıda çalışmanın olduğu küresel meseleler alanına katkı sağlayacağı öngörülmektedir. Ek olarak, literatürdeki önceki araştırmaların sonuçlarını teyit etmesi ve yabancı dil olarak İngilizce öğretim görevlilerinin görüşleri doğrultusunda dil sınıflarına küresel meselelerin dahil edilmesine çok yönlü bakış açıları sağlaması beklenmektedir. |
| ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI | İstanbul Teknik Üniversitesi, İstanbul Üniversitesi, Marmara Üniversitesi, Yıldız Teknik Üniversitesi, İstanbul Üniversitesi Cerrahpaşa, İstanbul Medeniyet Üniversitesi, Anadolu Üniversitesi, Ankara Üniversitesi, Ankara Hacı Bayram Veli Üniversitesi, Kahramanmaraş Sütçü İmam Üniversitesi, Hatay Mustafa Kemal Üniversitesi, Alanya Alaaddin Keykubat Üniversitesi, Ege Üniversitesi, Dokuz Eylül Üniversitesi, İzmir Demokrasi Üniversitesi, Gaziantep Üniversitesi, Mardin Artuklu Üniversitesi, Karadeniz Teknik Üniversitesi, Ondokuz Mayıs Üniversitesi, İnönü Üniversitesi, Munzur Üniversitesi |

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|---|--|
| <p>İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-SUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)</p> | <p>İstanbul Teknik Üniversitesi, İstanbul Üniversitesi, Marmara Üniversitesi, Yıldız Teknik Üniversitesi, İstanbul Üniversitesi Cerrahpaşa, İstanbul Medeniyet Üniversitesi, Anadolu Üniversitesi, Ankara Üniversitesi, Ankara Hacı Bayram Veli Üniversitesi, Kahramanmaraş Sütçü İmam Üniversitesi, Hatay Mustafa Kemal Üniversitesi, Alanya Alaaddin Keykubat Üniversitesi, Ege Üniversitesi, Dokuz Eylül Üniversitesi, İzmir Demokrasi Üniversitesi, Gaziantep Üniversitesi, Mardin Artuklu Üniversitesi, Karadeniz Teknik Üniversitesi, Ondokuz Mayıs Üniversitesi, İnönü Üniversitesi, Munzur Üniversitesi</p> |
| <p>YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER</p> | <p>İstanbul Teknik Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. İstanbul Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. Marmara Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. Yıldız Teknik Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. İstanbul Üniversitesi Cerrahpaşa: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. İstanbul Medeniyet Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. Anadolu Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. Ankara Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. Ankara Hacı Bayram Veli Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. Kahramanmaraş Sütçü İmam Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. Hatay Mustafa Kemal Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. Alanya Alaaddin Keykubat Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. Ege Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. Dokuz Eylül Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. İzmir Demokrasi Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. Gaziantep Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. Mardin Artuklu Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. Karadeniz Teknik Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. Ondokuz Mayıs Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. İnönü Üniversitesi: Yabancı Diller Yüksekokulu/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri. Munzur Üniversitesi: Yabancı Diller Bölümü/ Yabancı Dil Olarak İngilizce Öğretim Görevlileri.</p> |
| <p>UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI</p> | <p>Kaplan (2019) tarafından geliştirilen İngilizce dil sınıflarına küresel meselelerin dahil edilmesi hakkındaki görüşleri ölçen öğretmen anketi kullanılacaktır. Geliştirici tarafından kullanım izni alınmıştır. Ayrıca, araştırmacı tarafından hazırlanan ve danışmanın incelemesinden geçen bir yarı yapılandırılmış görüşme formu kullanılacaktır.</p> |
| <p>EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)</p> | <p>1) İngilizce dil sınıflarına küresel meselelerin dahil edilmesi hakkındaki öğretmen anketi 3) sayfa). Katılımcıların ilgili anketi Google Form üzerinden doldurması sağlanacaktır, ankette katılımcıların kişisel rızaları sorulacaktır. İlgili anket için geliştirici izni alınmıştır (Ek 1: Anket kullanım izni). 2) Yarı yapılandırılmış görüşme formu. Yarı yapılandırılmış görüşmeye gönüllülük gösterenler ile online görüşülecektir.</p> |

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| ÖĞRENCİNİN ADI - SOYADI: Sezai ÖZEL | | ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır | | |
| | | TARİH: 10/ 12/ 2020 | | |
| TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU | | | | |
| 1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir. | | | | |
| 2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir. | | | | |
| 1.TEZ DANIŞMANININ ONAYI | 2.TEZ DANIŞMANININ ONAYI (VARSA) | SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI | A.B.D. BAŞKANININ ONAYI | |
| Adı - Soyadı Şehnaz ŞAHİNKARAKAŞ | Adı - Soyadı: ... | Adı - Soyadı: Murat KOÇ | Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ | |
| Unvanı: Prof. Dr. | Unvanı: . | Unvanı: Doç. Dr. | Unvanı: Prof. Dr. | |
| İmzası: Evrak onayı e-posta ile alınmıştır | İmzası: ... | İmzası: Evrak onayı e-posta ile alınmıştır | İmzası: Evrak onayı e-posta ile alınmıştır | |
| / / 20 | / / 20 | / / 20 | / / 20 | |
| ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER | | | | |
| Adı - Soyadı: Mustafa BAŞARAN | Adı - Soyadı: Yücel ERTEKİN (Y.) | Adı - Soyadı: Deniz Aynur GÜLER | Adı - Soyadı: Ali Engin OBA | Adı - Soyadı: Mustafa Tefvik ODMAN |
| Unvanı: Prof. Dr. | Unvanı: Prof. Dr. | Unvanı: Prof. Dr. | Unvanı: Prof. Dr. | Unvanı: Prof. Dr. |
| İmzası: Evrak onayı e-posta ile alınmıştır | İmzası: Evrak onayı e-posta ile alınmıştır | İmzası: Evrak onayı e-posta ile alınmıştır | İmzası: | İmzası: |
| / / | Dr. Öğr. Üyesi Şenol KANDEMİR | / / 20 | / / 20 | / / 20 |
| Etik Kurulu Jüri Başkanı - Asıl Üye | Etik Kurulu Jüri Asıl Üyesi | Etik Kurulu Jüri Asıl Üyesi | Etik Kurulu Jüri Asıl Üyesi | Etik Kurulu Jüri Asıl Üyesi |
| OY BİRLİĞİ İLE |  | Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 25 / 10 / 2020 - 25 / 05 / 2021 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur. | | |
| OY ÇOKLUĞU İLE | | | | |
| AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR. | | | | |

Appendix B: Teacher Questionnaire

ÖĞRETMEN ANKETİ

Değerli meslektaşlarım,

Adım Sezai Özel ve Tunceli ilinin Munzur Üniversitesinde Öğretim Görevlisi olarak görev yapmaktayım. Aynı zamanda Mersin Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili ve Eğitimi Ana Bilim Dalında yüksek lisans eğitimi görmekteyim. Bu anket şu an yürütmekte olduğum küresel konuların İngilizce derslerine entegre edilmesi konulu yüksek lisans tezimin bir parçası olarak sizlere sunulmuştur.

Kısaca küresel konular dünyayı ve üzerinde yaşayan tüm canlıları etkileyen; bizlerin ve tüm gezegendeki insanların yaşamları üzerinde derin etkiye sahip olan konuları kapsamaktadır. Küresel konular, sınıf içi ve sınıf dışı eğitimin bir parçası olarak sunulan çevresel meseleler (küresel ısınma, iklim değişikliği), barış eğitimi (mülteci krizi, yabancı düşmanlığı, nükleer silahlanma), insan hakları ve çocuk hakları ihlalleri gibi sorunları kapsar. Bu tür konuları yabancı dil eğitimine dahil etmek ise dünya çapında yabancı dil eğitimi alanında yeni bir yaklaşım görülmektedir.

Son olarak, siz değerli meslektaşlarımdan gerçeğe yakın sonuçlar alabilmemiz için soruları samimiyetle cevaplamanızı rica ediyorum.

Saygılarımla.

Sezai ÖZEL

Öğretim Görevlisi

BÖLÜM 1 – GENEL BİLGİLER

1. **Cinsiyet:** Kadın () Erkek ()

2. **Yaşınız:**

3. **Kaç yıldır İngilizce öğretiyorsunuz?** _____

4. **Daha önce küresel konular (Global Issues) eğitimi (barış eğitimi, küresel ısınma, iklim değişikliği, çocuk hakları ihlali, ırkçılık, ayrımcılık vb.) ile ilgili hiç deneyiminiz oldu mu?**

a. Evet ()

b. Kısmen ()

c. Hayır ()

BÖLÜM 2 – KÜRESEL KONULAR

Lütfen cevabınızı uygun kutucuğa ‘X’ işareti koyarak belirtiniz.

Sizce, aşağıdaki tabloda verilen küresel konular İngilizce dersleri içerisinde tartışılmalı mı?

| | GÖRÜŞLERİNİZ | | | | |
|--|-----------------|------|----------------------|-----------|------------------|
| | Kesinlikle Evet | Evet | Belki tartışulabilir | Gerek yok | Kesinlikle Hayır |
| 1. Çevresel Konular (kirlenme, ormanların yok edilmesi, soyu tükenme tehlikesi olan hayvanlar, küresel ısınma, geri dönüşüm, iklim değişikliği) | | | | | |
| 2. Barış Eğitimi Konuları (savaşlar, nükleer silahlanma, mülteci krizi, çatışma çözümleri) | | | | | |
| 3. İnsan Hakları Konuları (ırkçılık, ayrımcılık, çocuk hakları ihlalleri, ifade özgürlüğü, kadın hakları, cinsiyet eşitsizliği) | | | | | |
| 4. Kültürlerarası İletişim Konuları (kültürel konular, küresel vatandaşlık-ulusal kimlik, çok kültürlülük) | | | | | |
| 5. Sosyoekonomik Konular (sosyal sınıflar, sosyal adaletsizlik, yoksulluk, tüketim çılgınlığı, gelir dağılımı adaletsizliği) | | | | | |
| 6. Sağlık Konuları (Küresel salgınlar, AIDS, madde bağımlılığı) | | | | | |
| 7. Dil Emperyalizmi (İngilizcenin diğer diller üzerindeki baskın etkisi) | | | | | |

ANKETİN SONU

ANKETİMİZE KATILDIĞINIZ İÇİN TEŞEKKÜR EDERİZ

Bizimle sözlü bir görüşme yapmak ister misiniz?

Evet, ise lütfen e-mailinizi yazınız:

Appendix C: Structured Interview Form Questions:

1. Can you define the term global issues?
2. Which language skills do you see the most convenient for incorporating global issues with?
3. The analysis of my data revealed that Environmental Education is the most appropriate issue to incorporate in English. Do you also think so? Why? /Why not?
4. The analysis of my data revealed that Language Imperialism is the least appropriate issue to incorporate in English. Do you also think so? Why? /Why not?
5. Do you think teaching experience is important in integration of global issues in teaching English? Why? Why not?



Appendix D: Relation of Research Questions to the Data

| Research Question | Data Type | Instrument | Analysis |
|--|--------------|--|--|
| 1) To what extent do EFL Lecturers think that GIs would be integrated into language teaching at tertiary level? | Quantitative | Questionnaire - Do you think the following GIs should be integrated in English classes? (5-likert agreement) Issues: Environmental Issues, Peace Education, Human Rights, Intercultural Education, Socio Economic Issues, Health Issues, Language Imperialism | Descriptive Statistics |
| | Qualitative | Structured Interview Form Choosing the max and min mean scores, the generated interview questions are shown below: -Q3: The analysis of my data revealed that Environmental Education is the most appropriate issue to incorporate in English. Do you also think so? Why? /Why not? -Q4: The analysis of my data revealed that Language Imperialism is the least appropriate issue to incorporate in English. Do you also think so? Why? /Why not? -Q5: Do you think teaching experience is important in integration of global issues in teaching English? Why? Why not? | Content-Analysis to back up the Statistical Findings |
| 2) Do EFL lecturers' opinions about integration of GIs in English classes differ in terms of; | | Questionnaire - Do you think the following GIs should be integrated in English classes? (5-likert agreement) Issues: Environmental Issues, Peace Education, Human Rights, Intercultural Education, Socio Economic Issues, Health Issues, Language Imperialism | Different Non-parametric tests |
| a) gender | Quantitative | Gender vs 5-likert agreement question | Mann-Whitney U Test |
| b) age | Quantitative | Age vs 5-likert agreement question | Kruskal-Wallis Test |
| c) years of teaching experience | Quantitative | Teaching experience vs 5-likert agreement question | Kruskal-Wallis Test |
| d) teaching experience of GIs ? | Quantitative | Teaching experience of GIs vs 5-likert agreement question | Kruskal-Wallis Test, Tukey HSD Test |
| 3) How do the EFL lecturers define global issues? | Qualitative | Structured Interview Form - Q1: Can you define global issues? | Content-Analysis |
| 4) Which language skills do the EFL lecturers see the most convenient for a meaningful match of global issues and language teaching? | Qualitative | Structured Interview Form - Q3: Which language skills do you see the most convenient for incorporating global issues? | Content-Analysis |

Appendix E: Permission Granting Document



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : 23867972-044-E.2000004570
Konu : Sezai ÖZEL'e Ait Tez Anket İzni
Hakkında

15.12.2020

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198017 numaralı öğrencimiz olan **Sezai ÖZEL**, “Türkiye’deki Üniversite düzeyinde yabancı dil olarak İngilizce’nin öğretiminde küresel meselelerin İngilizce öğretim görevlileri tarafından ne kadar ele alındığını araştırmak” konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi **Prof. Dr. Şahnaz ŞAHİNKARAKAŞ** danışmanlığında halen yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Üniversitenize bağlı Yabancı Diller Yüksekokulu ile Yabancı Diller Bölümünde halen görev yapmakta olan İngilizce öğretim görevlilerini** kapsamak üzere kopyası Ek’lerde sunulan bir anket uygulamasını yapmayı planlamaktadır. Gerekli iznin verilmesini arz ederim.

Prof. Dr. Ünal AY
Rektör

Ek : 3 sayfa tez etik kurul izin formu, 3 sayfa Anketler, 5 sayfa tez etik kurul izin onay e-postaları.

E-Posta: aycankol@cag.edu.tr

Evaluation
Version



1 / 1

Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

DoÄYrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - DoÄYrulama kodu: D0F3943

Dağıtım:

Gereği:

Alanya Alaaddin Keykubat Üniversitesi Rektörlüğüne

Anadolu Üniversitesi Rektörlüğüne

Ankara Hacı Bayram Veli Üniversitesi Rektörlüğüne

Ankara Üniversitesi Rektörlüğüne

Dokuz Eylül Üniversitesi Rektörlüğüne

Ege Üniversitesi Rektörlüğüne

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Hatay Mustafa Kemal Üniversitesi Rektörlüğüne

İnönü Üniversitesi Rektörlüğüne

İstanbul Medeniyet Üniversitesi Rektörlüğüne

İstanbul Teknik Üniversitesi Rektörlüğüne

İstanbul Üniversitesi Cerrahpaşa Rektörlüğüne

İstanbul Üniversitesi Rektörlüğüne

İzmir Demokrasi Üniversitesi Rektörlüğüne

Kahramanmaraş Sütçü İmam Üniversitesi Rektörlüğüne

Karadeniz Teknik Üniversitesi Rektörlüğüne

Mardin Artuklu Üniversitesi Rektörlüğüne

Marmara Üniversitesi Rektörlüğüne

Munzur Üniversitesi Rektörlüğüne

Ondokuz Mayıs Üniversitesi Rektörlüğüne

Yıldız Teknik Üniversitesi Rektörlüğüne



Appendix F: Universities Permissions Granted



T.C.
ANKARA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : 14267719-302.14.01-E.91874

19.04.2021

Konu : Sezai ÖZEL Hk.

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : a) 15.12.2020 tarih ve 52178233-2000004570 sayılı yazınız.

b) Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğü'nün 31.03.2021 tarih ve 90530290-302.14.01-E.83858 sayılı yazısı.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi tezli yüksek lisans programı öğrencisi Sezai ÖZEL'in "Türkiyedeki Üniversite Düzeyinde Yabancı Dil Olarak İngilizce'nin Öğretiminde Küresel Meselelerin İngilizce Öğretim Görevlileri Tarafından Ne Kadar Ele Alındığının Araştırmak" adlı tez çalışmasında kullanılmak üzere Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğü'nden alınan 31/03/2021 tarih ve 90530290-302.14.01-E.83858 sayılı yazı örneği ilişikte sunulmuştur.

Bilgilerinize saygı ile arz ederim.

Prof. Dr. Ayşen APAYDIN
Rektör a.
Rektör Yardımcısı

Ek : Yazı örneği (1 sayfa)

Not: 5070 sayılı Elektronik İmza Kanunu gereği bu belge elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : PDZQFGJF Belge Takip Adresi: <https://www.turkiye.gov.tr/ankara-universitesi-ebys>
Tandoğan Yerleşkesi Döğol Caddesi 06100 Tandoğan / ANKARA
Telefon No: 0312 214 13 50 Belge Geçer No: 0312 223 43 67
e-posta: auogrisl@ankara.edu.tr Twitter: [@AnkaraUniKep](https://twitter.com/AnkaraUniKep) Adresi:
ankunvrek@ankuni.hs01.kep.tr

Bilgi için: Duygu UYGUR
Bilgisayar İşletmeni
Telefon No: (312) 214 13 50-
6163





T.C.
MARDİN ARTUKLU ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-79368504-100-2873
Konu : Tez Çalışması

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 15.12.2020 Tarih ve 4570 Sayılı yazınız.

İlgi sayılı yazı ile Üniversiteniz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı, 20198017 numaralı öğrencisi Sezai ÖZEL'in, "Türkiye'deki Üniversite Düzeyinde Yabancı Dil Olarak İngilizce'nin Öğretiminde Küresel Meselelerin İngilizce Öğretim Görevlileri Tarafından Ne Kadar Ele Alındığını Araştırmak" konulu tez çalışması ile ilgili Üniversitemiz bünyesindeki öğretim elemanlarına anket uygulamak istediği belirtilmektedir. Söz konusu anket uygulama talebi Üniversitemiz Yabancı Diller Yüksekokulu tarafından uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof.Dr. Serhat HARMAN
Rektör a.
Rektör Yardımcısı

Ek:İlgi yazı ve ekleri

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BE6P3TA24 Pin Kodu :75812

Belge Takip Adresi : https://ebys.artuklu.edu.tr/en/Vision/Validate_Doc.aspx?V=BE843TZ2T

Adres:Mardin Artuklu Üniversitesi, Yenişehir Yerleşkesi Diyarbakır Yolu üzeri PK.47200

Artuklu/Mardin

Telefon:4822134002 Faks:4822134004

Web:www.artuklu.edu.tr

Bilgi için: Ahmet Çıray
Unvanı: Şef V.





T.C.
İSTANBUL ÜNİVERSİTESİ-CERRAHPAŞA
REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı



Sayı : E-97248701-300-3532
Konu : Tez Çalışma İzni-Sezai ÖZEL

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 15.12.2020 tarihli, E.2000004570 sayılı yazımız.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi tezli yüksek lisans programı öğrencisi Sezai ÖZEL'in, "Türkiye'deki Üniversite Düzeyinde Yabancı Dil Olarak İngilizce'nin Öğretiminde Küresel Meselelerin İngilizce Öğretim Görevlileri Tarafından Ne Kadar Ele Alındığını Araştırmak" başlıklı tez çalışmasının anketini, Üniversitemiz Yabancı Diller Yüksekokulu'nda İngilizce dersi veren öğretim görevlileriyle yapabilmesinin uygun görüldüğü hakkında; Yabancı Diller Yüksekokulu Müdürlüğü'nden alınan 05.01.2021 tarihli, 2357 sayılı yazı ilişikte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Nuri AYDIN
Rektör

Ek:Yazı ve Eki (1 Sayfa)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BEA5FYT2Y Pin Kodu :54791

Belge Takip Adresi :

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Adres:İstanbul Üniversitesi-Cerrahpaşa Rektörlüğü, 34320 Avcılar-İstanbul
Telefon:0212 404 03 00 Faks:0212 404 07 01
Kep Adresi:istanbulc@hs01.kep.tr

Unvanı: Tekniker



Evrak Tarih ve Sayısı: 13/01/2021-3133



T.C.
GAZİANTEP ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-87841438-300-3133
Konu : Anket İzni Hk.

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Adana-Mersin Karayolu Üzeri Yenice
PK:33800 Tarsus/MERSİN

İlgi : a) 14.12.2020 tarih ve 2000004545 sayılı yazınız.
b) 15.12.2020 tarih ve 2000004570 sayılı yazınız.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Ana Bilim Dalı tezli yüksek lisans programı 20198009 numaralı öğrencisi Zekeriya DURMAZ' ın "**İngilizce Öğretmenlerinin Öğretmen Bağımsızlığı Üzerine bir Çalışma: Mesleki Gelişim Önündeki Zorluklar ve Fırsatlar**" başlıklı yüksek lisans tez çalışmasını ve Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Ana Bilim Dalı 20198017 numaralı öğrencisi Sezai ÖZEL'in "**Türkiye'deki Üniversite Düzeyinde Yabancı Dil Olarak İngilizcenin Öğretiminde Küresel Meselelerin İngilizce Öğretim Görevlileri Tarafından Ne Kadar Ele Alındığını Araştırmak**" başlıklı yüksek lisans tez çalışmalarına ait anketlerini Üniversitemiz Eğitim Fakültesinde uygulamalarına ilişkin olarak ilgide kayıtlı izin talepleriniz uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof.Dr. Arif ÖZAYDIN
Rektör

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : *BELC50M52* Pin Kodu : 45771
Adres : Gaziantep Üniversitesi Gaziantep Eğitim Fakültesi
Telefon : 0 (342) 360 43 72 Faks:0 (342) 317 27 79
e-Posta : egifakdek@gantep.edu.tr Web : www.gantep.edu.tr
Kep Adresi : gaun@hs01.kep.tr

Belge Takip Adresi : https://ebys.gantep.edu.tr/envision/validate_doc.aspx

Bilgi için : Tulin GÜNGÖR
Unvanı : Bilgisayar İşletmeni





**T.C.
ANKARA HACI BAYRAM VELİ
ÜNİVERSİTESİ
Öğrenci İşleri Daire Başkanlığı**

Sayı : E-13349523-044-562
Konu : Anket İzni (Sezai ÖZEL)

**ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Sosyal Bilimler Enstitüsü)
Adana-Mersin Karayolu Üzeri PK:33800 Yenice-Tarsus/MERSİN**

İlgi : 24/12/2020 tarihli ve 2000004570 sayılı yazı.

İlgi'de kayıtlı yazı ile Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans programı öğrencisi Sezai ÖZEL'in, "Türkiye'deki Üniversite düzeyinde yabancı dil olarak İngilizce'nin öğretiminde küresel meselelerin İngilizce öğretim görevlileri tarafından ne kadar ele alındığını araştırmak" konulu tez çalışması kapsamında anket uygulaması için izin verilmesi istenilmektedir.

İlgi'de kayıtlı yazınız Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğüne iletilmiş olup alınan cevabi yazı ilişikte gönderilmektedir.

Bilgilerini ve gereğini arz ederim.

Dr. Kemal ŞAMLIOĞLU
Rektör a.
Genel Sekreter

Ek:1 Sayfa.

Bu belge, güvenli elektronik imza ile imzalanmıştır.

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Adres:Ankara Hacı Bayram Veli Üniversitesi Yücetepe Mahallesi 85. Cadde No 8 06570 Çankaya /
Ankara
Telefon:+90 (312) 231 73 60
Kep Adresi:hacibayramveli@hs01.kep.tr

Bilgi için: Gamze GÜNGÖR
Unvan: Veri Hazırlama ve Kontrol
İşletmeni
Tel No: 0 312 546 02 51



T.C.
İNÖNÜ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı :E-50235129-044--13820
Konu :Sezai ÖZEL'e Ait Tez Anket İzni
Hakkında

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Adana-Mersin Karayolu Üzeri PK:33800 Yenice-Tarsus/MERSİN

İlgi : 29/12/2020 tarihli ve Bila sayılı yazımız,

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı 20198017 numaralı öğrencisi Sezai ÖZEL' in, "Türkiye'deki Üniversite Düzeyinde Yabancı Dil Olarak İngilizce' nin Öğretiminde Küresel Meselelerin İngilizce Öğretim Görevlileri Tarafından Ne Kadar Ele Alındığını Araştırmak" konulu tez çalışması kapsamında Üniversitemizde anket yapma talebine ilişkin ilgili Dekanlıklarımızın cevabi yazıları ekte gönderilmiştir.
Gereğini bilgilerinize arz ederim.

Prof.Dr. Nusret AKPOLAT
Rektör Yardımcısı

Ek:İlgili yazılar

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BE8RKAP3U Pin Kodu :77022

Belge Takip Adresi : <https://www.turkiye.gov.tr/inonu-universitesi-ebys>

Adres:İnönü Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığı, Öğrenci Merkezi

Telefon:04223773090 Faks:04223410053

e-Posta:ogrenci@inonu.edu.tr Web:<https://www.inonu.edu.tr/tr/cms/ogrenci>

Kep Adresi:inonu.universitesi@hs01.kep.tr

Bilgi için: Nuray KOMİ

Unvanı: Memur

Tel No: 4223773044





T.C.
İSTANBUL TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yazı İşleri Müdürlüğü

Sayı : E-85854597-730.08.03-889619
Konu : Anket Uygulama İzni (Sezai ÖZEL)

19.02.2021

DAĞITIM YERLERİNE

İlgi : 15.12.2020 tarihli ve 23867972-044-E.2000004570 sayılı yazınız.

İlgi yazınızda belirtilen Üniversiteniz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı 20198017 numaralı öğrenci Sezai ÖZEL'in, "Türkiye'deki Üniversite Düzeyinde Yabancı Dil Olarak İngilizce'nin Öğretiminde Küresel Meselelerin İngilizce Öğretim Görevlileri Tarafından Ne Kadar Ele Alındığını Araştırmak" konulu tez çalışmasında kullanmak üzere Üniversitemiz Yabancı Diller Yüksekokulunda görev yapmakta olan öğretim görevlilerini kapsayan anket uygulama izni talebi incelenmiş olup, söz konusu talep *sonuçların Üniversitemizde paylaşılması şartıyla* uygun bulunmuştur.

Gereği için bilgilerinize arz ve rica ederim.

Prof. Dr. Şule İtir SATOĞLU
Rektör a.
Rektör Yardımcısı

Dağıtım:
Gereği:
ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜ

Bilgi:
Yabancı Diller Yüksekokulu

Not: 5070 sayılı Elektronik İmza Kanunu gereği bu belge elektronik imza ile imzalanmıştır.
Belgeyi <https://dogrulama.itu.edu.tr> adresi üzerinde doğrulayabilirsiniz. Doğrulama kodu: ZPL3ZC*ZKQ

Telefon No: 90-212-2853995
Kep Adresi: itu@hs01.kep.tr

Bilgi için: Nurhan Çiçek
Telefon No: 90-212-2853995
e-Posta: nurcicek@itu.edu.tr



889619



T.C.
KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Personel Daire Başkanlığı

Karadeniz Teknik Üniversitesi
Personel Daire Başkanlığı - Akademik Personel Diğer İşleri
30.12.2020 17:12 - 44710342-929-E.2760
02763663

Sayı : 44710342-929-E.2760
Konu : Sezai ÖZEL'e ait Tez Anket İzni

30.12.2020

DAĞITIM YERLERİNE

Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Sezai ÖZEL'in "Türkiye'deki Üniversite düzeyinde yabancı dil olarak İngilizce'nin öğretiminde küresel meselelerin İngilizce öğretim görevlileri tarafından ne kadar ele alındığını araştırmak" konulu tez çalışması kapsamında anket yapma isteği Rektörlüğümüzce uygun görülmüştür.
Bilgilerinizi ve gereğini arz/rica ederim.

e-İmzalıdır
Prof. Dr. Cemil RAKICI
Rektör a.
Rektör Yardımcısı

Ek: Yazı örneği ve ekleri (ilgili birimler).

Dağıtım :
Çağ Üniversitesi Rektörlüğüne
Edebiyat Fakültesi Yazı İşleri Birimine
Yabancı Diller Yüksekokulu Yazı İşleri Birimine



T.C.
KAHRAMANMARAŞ SÜTÇÜ İMAM ÜNİVERSİTESİ
REKTÖRLÜĞÜ
Personel Daire Başkanlığı

Sayı : E-32086654-044-
Konu : Sezai ÖZEL'e Ait Tez Anket İzni

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Sosyal Bilimler Enstitüsü)

İlgi : 24.12.2020 tarihli ve 2000004570 sayılı yazımız.

Üniversiteniz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198017 numaralı öğrenci olan Sezai ÖZEL'in, "Türkiye'deki Üniversite düzeyinde yabancı dil olarak İngilizce'nin öğretiminde küresel meselelerin İngilizce öğretim görevlileri tarafından ne kadar ele alındığını araştırmak" konulu tez çalışması kapsamında, Üniversitemize bağlı Yabancı Diller Yüksekokulunda halen görev yapmakta olan İngilizce öğretim görevlilerini kapsamak üzere, ilgi yazınız ekinde alınan anket uygulamasını yapma talebi Rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Zekeriya PAK
Rektör a.
Rektör Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BENU5AFFB Pin Kodu :98802 Belge Takip Adresi : https://ebys.ksu.edu.tr:443/enVision/Val idate_Doc.aspx
Adres:Kahramanmaraş Sütçü İmam Üniversitesi Aşar Kampüsü Rektörlük Binası Bilgi için: Fatih ERBEN
Personel Daire Başkanlığı Kayseri Yolu 10.Km - Onikişubat/Kahramanmaraş Unvanı: Bilgisayar İşletmeni

Telefon:+90 (344) 300 12 01 Faks:+90 (344) 300 12 02
e-Posta:genelsekreterlik@ksu.edu.tr Elektronik Ağ:www.ksu.edu.tr
Kep Adresi: ksu.kahramanmaras@hs01.kep.tr



T.C.
MUNZUR ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Bölümü

Sayı : E-83604904-044-2756
Konu : Öğr.Gör.Sezai ÖZEL Anket İzni

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Adana-Mersin Karayolu Üzeri PK:33800 Yenice-Tarsus/MERSİN

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Ana Bilim Dalı tezli yüksekisans programı **20198017** numaralı öğrencisi **Sezai ÖZEL**'in " **Türkiye'deki Üniversite Düzeyinde Yabancı Dil Olarak İngilizcenin Öğretiminde Küresel Meselerin İngilizce Öğretim Görevlileri Tarafından Ne Kadar Ele Alındığı Araştırmak** " başlıklı yüksekisans tez çalışmalarına ait anketlerin yapılması uygun görülmüştür.

Gereğini bilgilerinize arz ederim.

Muharrem BİNİCİ
Bölüm Başkanı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BENN4KBU5 Pin Kodu :92422

Belge Takip Adresi :

https://ebys.munzur.edu.tr/enVision/Validate_Doc.aspx?V=BENF4KBUK

Adres:Aktuluk Mah. Üniversite Yerleşkesi Merkez / Tunceli
Telefon:0 428 213 17 94 Faks:0 428 213 18 61
e-Posta:universite@munzur.edu.tr Elektronik Ağ:www.munzur.edu.tr

Bilgi için: Engin Karataş
Unvanı: Tekniker



Tel No: 0 428 213 17 94



HİZMETE ÖZEL

T.C.
ONDOKUZ MAYIS ÜNİVERSİTESİ
Rektörlük

Sayı : E-49933177-044-2442
Konu : Sezai ÖZEL'in Anket Uygulama İZni

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 24.12.2020 tarihli ve 23867972-2000004570 sayılı yazınız.

İlgide kayıtlı yazınız ile belirtilen Üniversiteniz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Sezai ÖZEL'in "Türkiye'deki Üniversite Düzeyinde Yabancı Dil Olarak İngilizce'nin Öğretiminde Küresel Meselelerin İngilizce Öğretim Görevlileri Tarafından Ne Kadar Ele Alındığını Araştırmak" konulu tez çalışması kapsamında Üniversitemiz Eğitim Fakültesi ve Yabancı Diller Yüksekokulunda halen görev yapmakta olan İngilizce öğretim görevlilerine anket uygulama isteği Rektörlüğümüzce uygun görülmüştür.

Bilgilerini ve gereğini arz ederim.

Prof. Dr. Cengiz BATUK
Rektör a.
Rektör Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : 8KE6-HB69-0DUM

Belge Doğrulama Adresi : <https://ebyssorgu.omu.edu.tr>

Adres: Ondokuz Mayıs Üniversitesi Rektörlük Binası

Telefon No : 0362 312 19 19

e-Posta :

Fax No : 0362 457 60 91

İnternet Adresi : <http://www.omu.edu.tr/>

Bilgi İçin :Seçil AKTAŞ

Bilgisayar İşletmeni

Telefon No:0362 312 19 19

