

DOCTORAL DISSERTATION

Thesis booklet

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**GLOBAL COMPETENCE DEVELOPMENT IN HUNGARIAN EFL
CLASSROOMS AND EFL TEACHER TRAINING:**

A MIXED-METHODS ENQUIRY ACROSS TWO CONTEXTS

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Introduction

The concept of global education has been on the agenda in English language teaching for more than three decades (Cates, 2002) as several authors have been advocating the inclusion of real-world issues in the language classroom to provide students with meaningful content while also developing their language skills (Cates, 2002; Maley, 2004, Ruas, 2017; Sampedro & Hillyard, 2004). The reason behind this, as Starkey (1988) puts it, is that “if there is one set of skills that the global citizen ought to possess it is the ability to communicate in languages other than one’s own (p. 239).” Foreign language education has become thus instrumental in the preparation of *global citizens*, people “who are aware of and understand the wider world and [their] place in it”, and who “take an active role in their community and work with others to make our planet more equal, fair and sustainable” (Oxfam, n.d.). The main aim of this research project was to explore university English as a foreign language (EFL) teacher trainers and secondary school EFL teachers’ views and practices regarding global competence development in EFL classes in Hungary. More specifically, the aims were to shed light on what views secondary EFL teachers and university tutors in EFL teacher training in Hungary hold on global competence development; to explore the ways they develop the knowledge dimension of global competence in their students; and to map how EFL education provides and can provide ways to develop Hungarian students’ global competence by revealing tutors and teachers’ good practices.

Background

Global Education and Global Competence Development

In 2015, the United Nations adopted the 17 Sustainable Development Goals, which are a call for action by all countries to tackle global challenges by 2030. Goal number 4 is quality education, as it is widely believed that education is the most powerful weapon to challenge inequalities. According to Goal 4, education “must develop the skills, values and attitudes that enable citizens to lead healthy and fulfilling lives, make informed decisions, and respond to local and global challenges through Global Citizenship Education to achieve the United Nations Education 2030 agenda” (UNESCO, 2018, p.1). The importance of global education is further supported by the fact that in 2018, OECD PISA started to assess students’ global competence apart from their reading, mathematics and science literacy. The concept of global competence seeks to find answers to this new demand to react to

global challenges as “it includes the acquisition of in-depth knowledge and understanding of global and intercultural issues, the ability to learn from and live with people from diverse backgrounds, and the attitudes and values necessary to interact respectfully with others” (OECD, 2020, p. 5). As OECD PISA defines it, global competence is the

capacity to examine local, global, and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development. (OECD, 2018, p.7)

Global Competence Development and English Language Teaching

Several factors have contributed to the relevance of the global dimension being incorporated in ELT. Firstly, English has gained considerable importance in our increasingly connected and globalized world as there is greater contact between people from various parts of the world. As a result, now the importance of teaching the language lies in the preparation of students for intercultural dialogue (Gimenez & Sheehan, 2004). Secondly, due to our ever-changing, fast-paced world, education in the 21st century has to cater for different needs than before: in order to prepare learners for an unpredictable job market, teachers now also have to develop their students’ 21st-century skills (21st-century learning skills include the 4Cs - communication, collaboration, creativity and critical thinking) (NEA, n.d). Thirdly, people around the world have to deal with many global issues (e.g., radicalisation, racial and religious tension, and global warming) and it is getting harder than ever to understand and react to what is happening around us. Therefore, there is, increasingly, a perceived need for education to prepare students to face the above-mentioned challenges. According to UNESCO MGIEP (2017), the language lesson is an “open-content space” (p.158), thus, it allows teachers to bring in real-world issues and develop the above-mentioned skills. Therefore, the EFL classroom could be a suitable place for the development of students’ global competence.

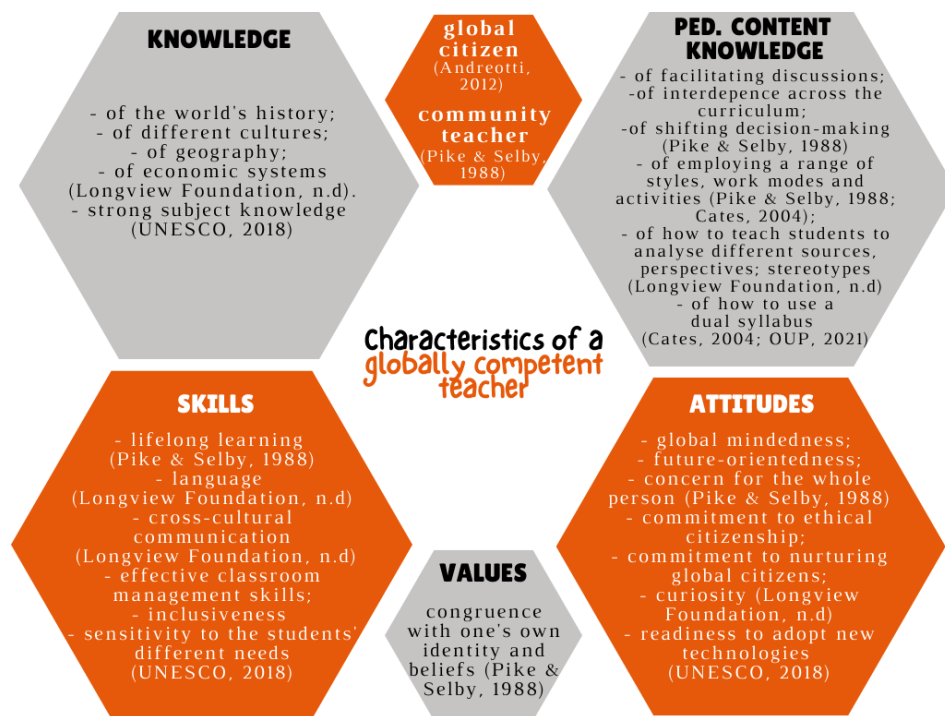
The Role of the Global Teacher

To educate global citizens, teachers should assume new roles and reconsider what and how they teach (Cates, 2002; Bourn, 2015). Besides their role as agents of change, globally competent teachers, or *global teachers* (Pike & Selby, 1988) are supposed to have specific characteristics. An overview of these characteristics can be seen in Figure 1. As can be seen from Figure 1, becoming a globally competent teacher is not an easy undertaking, as it warrants a great deal of preparation and a new type of pedagogical thinking from teachers. Nevertheless, it seems easier for language teachers, who can

incorporate the global perspective by using a dual syllabus containing both language learning and global education goals (Oxford University Press, 2019), who can use different work modes and activities in the framework of communicative language teaching, and who have various continuous professional development opportunities. It is important to emphasise though that teachers are instrumental in incorporating global perspectives into their lessons, as they are role models for their students and they are the decision-makers in pedagogical processes, so failing to educate globally competent teachers may hinder the large-scale implementation of GCED (UNESCO, 2018).

Figure 1

The Characteristics of Globally Competent Teachers Based on the Literature



Many teachers have already started to bring global content into their classrooms to develop the knowledge component of global competence in their students. However, most of these real-life, contemporary issues can be considered controversial and even though their discussion has various benefits, many teachers are steering away from treating them in class because of their sensitive nature (Haynes, 2009; Yoshihara, 2013). Therefore, there is a gap between what would be advisable to do for teachers in class according to the recently adopted educational frameworks and what they do in practice when it comes to dealing with controversies.

Rationale and the Research Niche

As a member of the United Nations, Hungary has also committed to the inclusion of global citizenship education on all levels of its educational system (HAND, 2016). The Hungarian National Core Curriculum already contains some elements of the global dimension (HAND, 2016), but whether teachers actually deal with global issues in class to develop their students' global competence is still to be explored. Sociological studies show that Hungarian teenagers and young adults are disillusioned with politics, reluctant to participate in public affairs and feel that their schools do not prepare them to do so (Gáti, 2010; Szabó & Kern, 2011). The OECD PISA assessment in 2018 shed light on the same phenomenon: Hungary scored low in examining issues of global, local, and intercultural significance, and significantly lower than the OECD average concerning students' attitudes towards immigrants and their agency regarding global issues (e.g., taking action for collective well-being and sustainable development) (OECD, 2020). In this climate, it is important to explore what is happening in classrooms and how teachers see their role in fostering students' global competence.

Despite the relevance of global citizenship education, there is a dearth of research in this field in Hungary and this dissertation was meant to fill this gap. The research project focuses on two contexts: inquiries were made in secondary schools and university teacher training programmes as well. The reason behind the choice of these two contexts is two-fold: On the one hand, the purpose of the studies was to explore how the global competence of students around the voting age in Hungary is developed in EFL classes and how students react to lessons on global content. On the other hand, the investigations aimed to shed light on the presence and possibilities of global education in EFL teacher training, in future EFL teachers' language- and methodology-related classes. There are not many studies on GCD in practice internationally (Bourn, 2020) and there are even fewer studies on GCD in ELT, with studies conducted in the Middle East, the Far East, or South America. The focus of these studies is mostly on teachers' (Evripidou & Çavuşoglu, 2014; Gürsoy & Sağlam, 2011; Yoshihara, 2013) or students' (Bayraktar Balkir, 2021; Gimenez et al., 2011; Tarasheva, 2008) attitudes towards the incorporation of global issues into EFL classes and they were predominantly conducted among adult learners in private language schools, thus this project fills in an important gap by exploring the participants' views in tertiary education and secondary education as well. Furthermore, even fewer studies revolve around

GCD in the EFL classroom with a particular focus on good practices (Cossu & Brun, 2020, Gimenez et al., 2011; Merse, 2015; Valente, 2004) and hardly any studies concentrate on secondary school teachers' attitudes towards dealing with global content or their good practices (Skinner, 2012, Valente, 2014). From the teacher trainers' perspective, the existing literature on the incorporation of the global perspective in teacher training institutions either concentrates on good practices (Cossu & Brun, 2020; Holló, 2015) or university tutors' understanding of global education (Divéki, 2020; Lourenço, 2018). However, it is yet to be explored how tutors develop global competence in their EFL teacher training courses: and this research project also attempted to fill this gap.

Aims and research questions

The overarching aim of the eight studies conducted for this dissertation was to explore university EFL teacher trainers' and secondary school EFL teachers' views and practices concerning global competence development in EFL classes in Hungary. On the one hand, I sought to explore what views secondary EFL teachers and university tutors in EFL teacher training in Hungary hold on global competence development. Another aim was to gain insight into the ways in which secondary EFL teachers and university tutors involved in EFL teacher training develop the knowledge dimension of global competence in their students. Finally, the studies were intended to map how EFL education provides and can provide ways to develop Hungarian students' global competence. To guide my enquiries, the following three main research questions were formulated:

- **RQ 1 – What are the views of secondary school EFL teachers and university tutors in EFL teacher training in Hungary on developing students' global competence?**
- **RQ 2 – How do secondary school EFL teachers and university tutors in EFL teacher training in Hungary develop the knowledge dimension of global competence in their students?**
- **RQ 3 – What good practices can be identified in the ways secondary school EFL teachers and university tutors in EFL teacher training in Hungary develop their students' global competence in practice?**

Several sub-questions supplemented each main research question, which are presented in the *Major Findings and their Implications* section.

Research Design and Methods

For the present study, a mixed-methods *sequential exploratory approach* was taken to gain a deeper understanding of the research problem by the combination of both quantitative and qualitative research methods (Creswell, 2009). In the research project, qualitative data was gathered from interviews, focus group interviews, and reflective journals; and quantitative data from questionnaires to ensure triangulation and thus transferability. Data was gathered using interviews and questionnaires to answer the same two sets of questions; using the interviews to explore the issues and generate initial hypotheses, and the questionnaire to test those hypotheses “in terms of the breadth of [their] distribution in the population” (p. 164).

Table 1

Overview of the Studies

Study No.	Aim	Participants	Data collection method	Data analysis
Study 1	To explore university tutors' views on global competence development (GCD) and the topics they deal with for GCD	5 university tutors	Interview	Constant comparative method
Study 2	To explore secondary school teachers' views on global competence development (GCD) and the topics they deal with for GCD	10 secondary school teachers	Interview	Constant comparative method
Study 3	To investigate what topics secondary school teachers deal with for GCD and what they mean by GCD	182 secondary school teachers	Questionnaire	Statistical procedures (t-tests, ANOVA, frequencies, correlation)
Study 4	To investigate what topics university tutors deal with for GCD and what they mean by GCD	34 university tutors	Questionnaire	Statistical procedures (t-tests, ANOVA, frequencies, correlation)
Study 5	To provide evidence from university language practice classes for the possibilities of the incorporation of GCD into the EFL context and to explore students' views of such lessons	1 participant researcher + 140 students	Classroom study based on 10 worksheets + reflective journals + student feedback	Content analysis
Study 6	To provide evidence from secondary school EFL language classes for the possibilities of the incorporation of GCD into the EFL context to explore	12 secondary school teachers + 158 students	Classroom study based on 10 worksheets + reflective journals + student feedback	Content analysis

	students' views of such lessons			
Study 7	To explore university tutors' good practices regarding GCD	4 university tutors	Focus group interview	Constant comparative method
Study 8	To explore secondary school teachers' good practices regarding GCD	12 secondary school teachers	Focus group interview	Constant comparative method

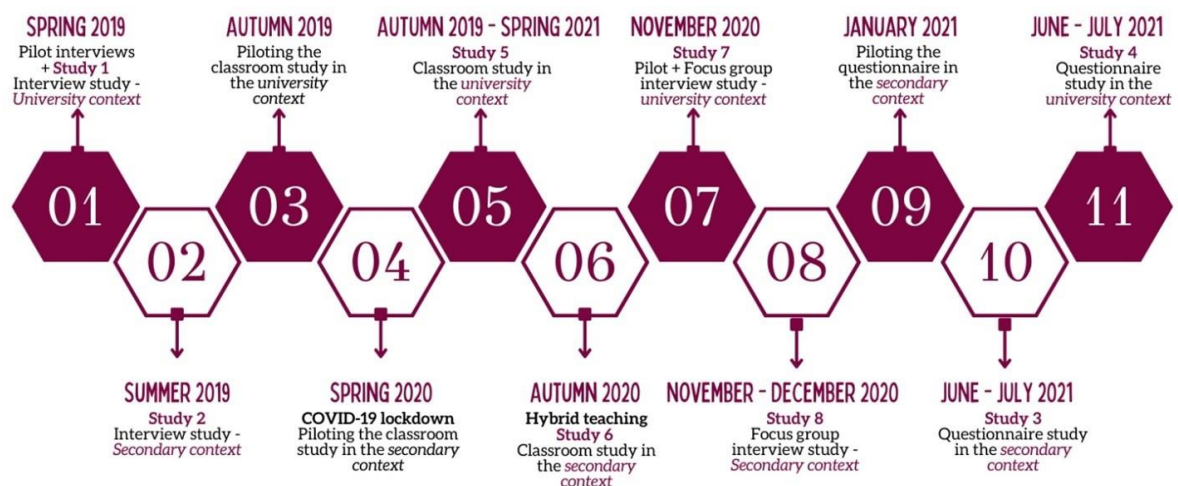
Note. RQ = research question; no. = number

The research project consisted of eight independent but interrelated sub-studies (two interview studies – *Studies 1 and 2*; two questionnaire studies – *Studies 3 and 4*; two classroom studies – *Studies 5 and 6*, and finally two focus group interview studies – *Studies 7 and 8*). An overview of studies with their aims, the context where they were carried out, the participants, the data collection methods and the data analysis can be found in Table 1.

Given that the COVID-19 pandemic made carrying out research more difficult, the order of the studies had to be switched. Figure 2 shows the studies in the order they were carried out.

Figure 2

The Timeline of the Studies



Major findings and their implications

RQ 1 – What are the views of secondary school EFL teachers and university tutors in EFL teacher training in Hungary on developing students' global competence?

RQ 1.1 What do Hungarian secondary school EFL teachers and university tutors in EFL teacher training understand by global competence development?

RQ 1.2 How do Hungarian secondary school EFL teachers and university tutors in EFL teacher training view their role in developing students' global competence?

RQ 1.1 What do Hungarian secondary school EFL teachers and university tutors in EFL teacher training understand by global competence development?

The first research question inquired into university tutors' and secondary school EFL teachers' views on global competence development through two interview studies (Study 1: $n = 5$; Study 2: $n = 10$) and two questionnaire studies (Study 3: $n = 182$; Study 4: $n = 34$). The results suggest that the participating tutors and teachers have different degrees of understanding of the notion of *global competence*. From all these studies, what became apparent was that both tutors and teachers have difficulties defining the knowledge component of global competence: university tutors mostly understand it as *knowledge about culture and intercultural relations*, and secondary school teachers mostly emphasised *well-informedness* and *knowledge about socio-economic development and global institutions, conflicts, and human rights*. *Knowledge about global issues* was not as accentuated in their answers, as one would expect given the name of the concept. Knowledge of *sustainability* also received few mentions in each study. It would be useful to raise teachers' awareness of these components of the knowledge dimension too so that they could incorporate this content into their lessons, e.g., through activities organised around the Sustainable Development Goals (World's Largest Lesson, n.d.).

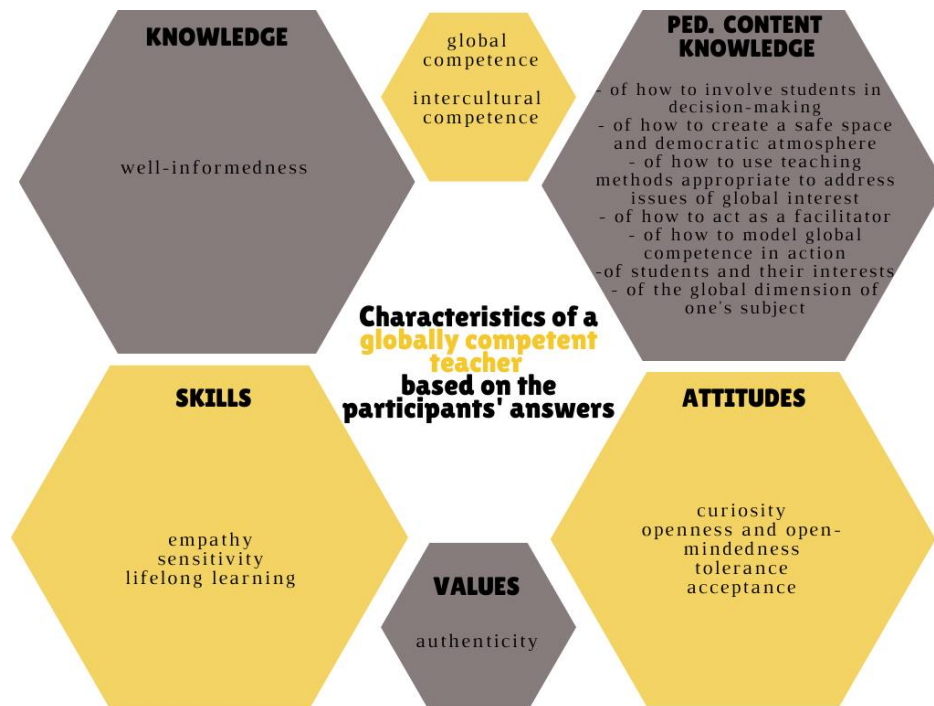
Regarding the skills, most participants understand well that *effective and respectful communication* is a global citizen's inherent skill, and many of them also felt that *reasoning with information* and *perspective-taking* are also paramount. Nevertheless, only a few tutors and teachers alluded to the importance of *conflict management skills* and *adaptability* in the questionnaires and interviews, meaning that it would be important to raise awareness of these components as well so that teachers could nurture these skills in their lessons effectively. As Starkey suggests (1997, 2003, 2005), by incorporating topics that have a (global) citizenship angle and by using activities that promote the development of social skills (e.g., debates), these skills can also be nurtured in a democratic EFL classroom. Concerning the attitudes, almost every respondent understands *openness* as a crucial element of global competence. Nonetheless, *global-mindedness* and *respect* were not listed by many of them, even though these attitudes could also be formed in language classes, already by the creation of a safe space for brave discussions (Tony Blair Institute for Global Change, 2017) or through experiential learning, such as service-learning (OECD/Asia Society, 2018) or web-collaboration projects (Fekete & Kacar, 2021; Lázár, 2015).

RQ 1.2 How do Hungarian secondary school EFL teachers and university tutors in EFL teacher training view their role in developing students' global competence?

What emerged from all four studies is that both university tutors involved in teacher training and secondary school EFL teachers believe that it is mostly their task to develop students' global competence. Nevertheless, the findings of the interviews imply that EFL teachers think that they have an easier job as their subject has no fixed content, which has also been corroborated by UNESCO-MGIEP (2017). Most EFL teacher trainers and secondary school EFL teachers regard themselves as globally competent teachers, even if in many cases, it only means that they are global citizens and teachers at the same time. When asked about the features of globally competent teachers, the participants mostly emphasised the characteristics of global citizens in their answers and paid less attention to the features that are teaching specific. Figure 3 summarises the results of the four studies and draws up the profile of a globally competent teacher, as Hungarian EFL teacher trainers and secondary school EFL teachers see them: it shows the five categories that emerged from the questionnaire studies (overall competences, attitudes, skills, knowledge, and pedagogical content knowledge) supplemented with the one key value that emerged from the interview studies – *authenticity*.

Figure 3

The Characteristics of a Globally Competent Teacher Based on Studies 1-2-3-4



Note. Ped. content knowledge = Pedagogical content knowledge.

In the respondents' view, a global teacher is first and foremost *globally and interculturally competent*. They are *well-informed* individuals, who are *up to date* about the happenings around them. They are *empathetic* and *sensitive*, and they are committed to *lifelong learning*, so constantly developing themselves as individuals and as teachers as well. Moreover, they are *curious* about their students and the world around them, they are *open-minded* and *open* to people from different backgrounds, and they are *tolerant*. Concerning their pedagogical content knowledge, they know how to *create the optimal conditions* for their students in the classroom, how to *make learning about global content relevant* for their students, how to *make them involved* in their learning process and they *can model global competence* in action.

Some characteristics of global teachers were not mentioned by the participants, even if they are heavily emphasised in the literature: e.g., apart from these roles, they should have a wide knowledge of history, geography and different cultures, and they should also cooperate with teachers of other subjects and seek functional interdependence across the curriculum (Pike & Selby, 1988) and they should become *community teachers*, i.e., act and encourage their students to act for the collective well-being of their community (Cates, 2004; Longview Foundation, n.d.; Pike & Selby, 1988). To create this link between the classroom and the real world and to embrace the active, socially responsible dimension of GCED, it would be crucial to raise pre-service and in-service teachers' awareness of activities promoting action towards collective well-being, either during initial teacher training or continuous professional development workshops.

Important implications

The most important implication of these studies is that global competence development should be markedly present in initial teacher education. The findings of the studies suggest that even though the participants have a close understanding of global competence, some components need to be made more explicit, and university methodology lectures or seminars could provide a suitable space to acquire more knowledge about this framework. Furthermore, even though the participants already use learner-centred activities to address issues of global significance, it would be worth putting more emphasis on instructing teacher trainees on how to conduct experiential learning activities in their groups. First, however, it would be important to engage teacher trainees in such experiential activities (e.g., service-learning, drama, web-collaboration projects) so that they develop their own global competence and realise the benefits of these activities through experience.

Consequently, teacher education and continuous professional development programmes should endeavour to nurture globally competent teacher trainees, who in turn, will also have the sufficient pedagogical content knowledge to implement GCED in their classes.

RQ 2 - How do secondary school EFL teachers and university tutors in EFL teacher training in Hungary develop the knowledge dimension of global competence in their students?

RQ 2.1 What topics do Hungarian secondary school EFL teachers and university tutors in EFL teacher training deal with for global competence development?

RQ 2.2 What attitudes do secondary school EFL teachers and university EFL teacher trainers in Hungary have towards dealing with local, global, and intercultural issues?

RQ 2.3 What influences secondary school EFL teachers and university tutors in EFL teacher training in Hungary in dealing with local, global, and intercultural issues?

RQ 2.1 What topics do Hungarian secondary school EFL teachers and university tutors in EFL teacher training deal with for global competence development?

Given that based on empirical studies (Evripidou & Çavuşoğlu, 2011; Haynes, 2009; Yoshihara, 2013), one of the teachers' main concerns about GCD may be dealing with sensitive and controversial issues, the aim of the second research question was to gain insight into the ways teacher trainers and secondary school EFL teachers develop the knowledge component of GCED in their students, i.e., what topics they choose for classrooms discussions, what attitudes they hold towards the integration of such topics and what influences them in their topic choice. Based on the results of these four studies, university tutors and secondary school EFL teachers in Hungary deal with a large variety of global and intercultural issues in their classes. When it comes to choosing the content, they mostly consider their *relevance* and *timeliness* and they tend to avoid these topics if they are not relevant in their students' lives, i.e., if the topic does not have *clear local-global connections*. They seem to deal with fewer local issues. This became apparent in the interview study with teacher trainers, who only deal with the topic of education in Hungary. Secondary school teachers seem to discuss more local issues with their groups, and in some cases, they even encourage their students to take action beyond the walls of the classroom. However, the results of the statistical tests show that teachers tend to avoid those local issues which are regarded as *highly controversial*, and which may have *political overtones* (e.g., LGBTQ rights). Also, regarding the findings of the questionnaire study, it is important to note that visibly, teacher trainers and secondary school teachers think similarly about what topics belong to the classroom: they are most likely to bring the same global issues into their classes (e.g., climate change, health, youth), and with one or two exceptions, they would address the same local and intercultural issues (e.g., education, unemployment, stereotypes). Finally, tutors and EFL teachers think about taboo topics rather similarly: they

enumerated almost the same taboo topics (which coincide with the PARSNIP topics) but some of them would even deal with these taboos in their classes.

Although it is applaudable that teachers deal with a wide range of *global* issues, based on the results of Studies 3 and 4, they deal with the same ones at the university level as at the secondary level. Arguably, it is advantageous to observe topics from different perspectives and to build upon already existing knowledge, but it is important to ensure that students encounter similar content through engaging, student-centred activities so that they do not have an overload. Based on the results of the studies, it would be advisable to encourage both teacher trainers and EFL teachers to deal with more issues of *local* interest in their classes. As local issues and global issues are usually interconnected, teachers could encourage their students to *think globally and act locally* in the framework of GCED, nonetheless, this would necessitate knowing more about the students' immediate surroundings and discussing local issues. The studies highlighted that tutors and teachers tend to avoid topics that are too controversial or considered to be hot buttons in Hungarian society. It would be desirable thus to first prepare teachers how to handle such controversial issues and how to manage conflict in their classes so that they could provide their students with opportunities to discuss real-life issues in school, under the guidance of teachers. This preparation could take place during university methodology- or language development-related courses, where the participants could discuss what makes fruitful discussions, come up with participation guidelines and also engage in discussions about controversial issues facilitated by teacher trainers.

RQ 2.2 What attitudes do secondary school EFL teachers and university EFL teacher trainers in Hungary have towards dealing with local, global, and intercultural issues?

The four studies also attempted to gain insight into teachers' attitudes towards the integration of global content into their lessons by examining their feelings towards these topics, their frequency of inclusion and the importance teachers attribute to incorporating these topics in their classes. Based on the four studies, it seems that Hungarian secondary school teachers and teacher trainers have a reasonably positive attitude towards the integration of global content into their classes: they have positive feelings mostly towards global and intercultural issues, they regularly include such content, and they think that it is important to address complex issues in their classes. Nevertheless, they prefer integrating local content less than global or intercultural content. The reasons for neglecting local issues may be manifold, but what the data implies is that the controversial, often political

nature of such topics accounts for teachers' decision not to deal with them in their classes. As GCED by definition aims to "empower learners to engage and assume active roles, both locally and globally" (UNESCO, 2014, p. 15), local issues cannot be neglected from a lesson infused by the global perspective. Students need to see the local and global connections to feel that global problems are relevant in their lives and become proactive contributors to making their immediate surroundings more "just, peaceful, tolerant, inclusive, secure and sustainable" (UNESCO, 2014, p. 15). To this end, it would be paramount to help teachers facilitate discussions about local issues and encourage their learners to take action in their local contexts. Teacher education programs could play an important role in this by involving teacher trainees in service-learning activities and by raising their awareness of the importance of the inclusion of local issues in their future lessons. In addition to the world-changing gains, activities, such as service-learning, could help the students improve their foreign language communication skills by engaging them in active and meaningful language use.

RQ 2.3 What influences secondary school EFL teachers and university tutors in EFL teacher training in Hungary in dealing with local, global, and intercultural issues?

Finally, with the four interrelated studies, I aimed to reveal what influences teachers and tutors in dealing with global content. Based on the results, university tutors tend to consider *students' interests*, their own *attitudes* towards certain topics, their *competence* to deal with global content, the *relevance and timeliness* of the issues and whether they can find *materials* to address these complex issues the most when selecting global content for their lessons. Strong correlations were found between the *teacher's attitude* and *materials*, *teachers' competence* and *materials*, and *time* and *group* variables, which shows that tutors who have positive attitudes towards global content and who feel capable to address complex issues in class are more likely to bring engaging, interactive materials into their groups than those who do not think global competence is important or who feel incompetent to tackle complex issues. In addition, tutors who have a good relationship with their groups are more likely to spend their time and energy preparing for lessons revolving around global, local, and intercultural issues than those who do not have good interpersonal relationships in their groups. Secondary school teachers, on the other hand, primarily consider their own *competence* to address given issues, their *students' interests*, the availability of the *materials* and whether they have the *time* to prepare for lessons focusing on global content. The moderate negative correlations between the *coursebook* and the

materials, and the *coursebook* and the *teacher's competence* variables signal that teachers who rely less on their coursebooks are more likely to use supplementary materials on global issues and they also tend to feel more confident to address such complex issues in their classes than those colleagues who strictly follow the coursebook.

Important Implications

The most important implications of the findings are for teacher education: in teacher training, it would be most important to green the content in every subject (Lányi & Kajner, 2018) and educate trainees about topics of global, local, and intercultural importance. As Lányi and Kajner (2018) posit, it would be of utmost importance to introduce sustainability-related and global issues through current local issues to show students the relevance of these topics in their lives. The subjects in EFL teacher training could be easily infused with the global perspective: in language development-related courses, tutors could introduce complex issues to their students while developing their language skills as well, but tutors of literature-, history-, culture- and linguistics-related courses could also look for creative opportunities in their curricula to integrate the global perspective. Moreover, in methodology-related courses, the trainees could learn how to engage their students in learning about global content, how to develop their global competence, how to act as facilitators, how to manage their groups during debates, how to handle conflict or even use it as a teachable moment, and how to accept that they cannot always answer every question. Apart from greening the curriculum, to develop global solidarity, trainees should be granted opportunities to collaborate with people from different cultural and linguistic backgrounds (e.g., through web-collaboration projects), and should be engaged in service-learning activities so that they understand that they can create a link between the classroom and their community. On the other hand, it would be highly beneficial to provide in-service teachers with similar opportunities so that they could develop in their global citizen roles and organise conferences and workshops for them on GCED so that they could broaden their methodological repertoire.

RQ 3 – What good practices can be identified in the ways secondary school EFL teachers and university tutors in EFL teacher training in Hungary develop their students' global competence in practice?

RQ 3.1 What approach do secondary school EFL teachers and university tutors in EFL teacher training in Hungary take when dealing with local, global, and intercultural issues for global competence development?

RQ 3.2 How do Hungarian secondary school EFL teachers and university tutors in EFL teacher training create a safe space for doing activities aimed to develop global competence?

- RQ 3.3 What activity types do Hungarian secondary school EFL teachers and university tutors in EFL teacher training use to develop their students' global competence?
RQ 3.4 What views do secondary school EFL teachers and university tutors in EFL teacher training in Hungary hold on activities aimed to develop students' global competence?
RQ 3.5 What are the students' views on activities aimed to develop global competence?

The third research question aimed to identify good practices in the ways university EFL teacher trainers and secondary school EFL teachers develop their students' global competence by revealing what approaches they take when discussing controversial issues in their lessons, how they create a safe space for challenging discussions and what activity types they use to develop their students' GC. Four studies helped me answer the third research question: a classroom study (Study 5) with the participation of 140 students in 13 of my university language practice groups, another classroom study (Study 6) in 12 participating secondary school teachers' groups, with the participation of 158 students; a focus group interview study (Study 7) with four teacher trainers working at a renowned university in Hungary, and another focus group interview study (Study 8) with the 12 secondary school teachers who also participated in the classroom study.

RQ 3.1 What approach do secondary school EFL teachers and university tutors in EFL teacher training in Hungary take when dealing with local, global, and intercultural issues for global competence development?

Based on the two focus group interview studies (Studies 7 and 8), tutors and teachers adopt various approaches to discussing controversial matters. These approaches also depend on their aim with the discussions: if they aim to educate, they take a *committed* (or even *partisan*) approach, but if they are encouraging their students to explore issues and different viewpoints, they mostly take a *balanced* or *objective* approach. Both tutors and teachers tend to avoid discussing political matters in their classes, mainly because they are very controversial and dealing with political issues in school is frowned upon by Hungarian society.

All the roles enumerated by both university tutors and secondary school teachers are suitable in the classroom, nevertheless, teachers need to vary them consciously in order not to impose their views on their students. The implications are first and foremost for teacher training: as there are many different approaches to dealing with controversial content, it would be advisable to show them to teacher trainees in practice and train them in choosing the most suitable approaches for their discussions. Moreover, even if teachers do not like dealing with political affairs in school, young people who are becoming eligible to vote in some months or years may need some guidance in understanding what is

happening in their immediate surroundings. Therefore, it would be paramount to deal with politics in school without touching on party politics or without trying to convince people which party to support, so that students gain an understanding of how the political system works and why it is important to be active citizens. Thus, it would be beneficial to teach trainees how to lead discussions where students can explore complex issues and different viewpoints in a safe space, without championing any views. To this end, during their teacher training years, trainees should acquire *personal competencies* (e.g., being aware of their own beliefs and values, self-reflection), *theoretical competencies* (e.g., understanding how controversy arises) and *practical competencies* (e.g., using a wide range of teaching roles, presenting issues fairly) (Council of Europe, 2016). Moreover, in secondary schools, it would be ideal to set up working teams who could discuss effective ways of incorporating politics into the curriculum, e.g., in the form of projects and other experiential learning activities. Working on these issues together with other teachers could help in-service teachers examine their own biases and beliefs and develop them in their roles of globally competent teachers (Goodwin, 2019). Moreover, teachers could feel safer addressing political matters by consciously incorporating them, and by complying with the guidelines developed with other teachers, this approach could also save them from the charge of indoctrination.

RQ 3.2 How do Hungarian secondary school EFL teachers and university tutors in EFL teacher training create a safe space for doing activities aimed to develop global competence?

The findings of the two focus group interview studies suggest that both university teacher trainers' and secondary school teachers' ideal classroom atmosphere approximates the idea of a *safe space* for challenging discussions. Teacher trainers seem to embrace conflict in their lessons, they think that students can learn a lot by listening to and reacting to opposing viewpoints. Even though a similar idea came up during the two focus group sessions with the secondary school teachers, most of them did not seem to embrace tense situations. It became apparent from the studies that there are teachers who believe it is important to create ground rules with their groups to get the best out of these discussions, while other teachers think it unnecessary as they do not think conflicts would arise. There are clear indications in the literature that preparing one's group for challenging discussions is a better idea because even during these activities, students can develop a human rights stance (Starkey, 2005), and develop many of their skills (Council of Europe, 2016; Griffin & Ouellett, 2007; Oxfam, 2018; Szesztay, 2020), including their language skills (Starkey,

2005). The participants mentioned many techniques with which they react to conflict in their classrooms and apparently, they use techniques relying on the students' active participation as well, such as whole group discussions and encouraging students to reflect on what happened (these student-centred techniques for conflict management are also promoted by The Tony Blair Institute for Global Change (2017) and Warren (2007)).

Consequently, these results have implications for teacher education programmes. Both the results of Studies 1-4 and the literature (Divéki, 2018; Evripidou & Çavuşoglu, 2014; Guo, 2014; Yoshihara, 2013) point out that teachers tend to avoid controversial issues because they do not think they have the necessary skills to manage discussions where conflicts may arise. It would thus be imperative to teach trainees how to create a safe space in their classes by focusing both on the initial group formation processes and on creating an atmosphere where everyone feels safe to contribute. During methodology-related classes, trainees could learn about debate formats, interaction guidelines, techniques for ensuring fruitful discussions and techniques to diffuse conflict with students' active participation, if necessary. Furthermore, it would be vital to work on teacher trainees' beliefs about conflicts: having the basic skills to deal with hot situations, young teachers could embrace conflict and provide their students with the necessary conditions to develop their global skills.

RQ 3.3 What activity types do Hungarian secondary school EFL teachers and university tutors in EFL teacher training use to develop their students' global competence?

The findings of the two studies imply that both teacher trainers and EFL teachers use a wide range of techniques and activities to develop their students' global competence. Tutors' preferred activity types include *debates*, *drama activities*, *presentations*, and *opinion line* activities, while EFL teachers most commonly *supplement their coursebook* with interactive materials and use *drama activities*. Consequently, it seems that both tutors and teachers prefer using activities relying on their students' active participation (in line with the recommendations of Cates, 2002; Sampedro & Hillyard, 2004; OECD, 2018). Although it is applaudable that teachers already use these activity types, they did not mention using many creative *transformative* learning practices, such as service-learning, storytelling, or project-based learning (UNESCO, 2018), nor did they refer to the creative usage of ICT tools (Ruas, 2017; UNESCO, 2014).

The two studies have implications for pre-service and in-service teacher training alike. Teacher trainees could be familiarised with transformative pedagogy and learn about how to make their teaching socially responsible. Therefore, apart from the equally valuable activities they mentioned, they could learn how to design projects in the framework of GCED and service-learning activities to link the real world and the classroom. As a first step, it would be beneficial to use these activities with them in their introductory courses, to enhance their learning and so that they could have a first-hand experience of these activity types. In-service teacher training could also focus on these activities: teachers could be familiarised with these activity types and encouraged to think of creative ways to integrate them into the curriculum. Furthermore, it would be beneficial to set up activity banks, where good practices could be collected and where teachers could be encouraged to contribute with their own ideas (Divéki, n.d.).

RQ 3.4 What views do secondary school EFL teachers and university tutors in EFL teacher training in Hungary hold on activities aimed to develop students' global competence?

As the results of *Studies 5,6, and 8* imply, the teachers who participated in the study hold generally positive views on the worksheets created for the research project. The secondary school teachers were grateful to have participated in the research project because they had positive experiences during the lessons: they observed with great satisfaction that their students were engaged during the lessons, most of them participated actively and they built their global awareness and language skills equally (Cates, 2002; Sampedro & Hillyard, 2004; OECD, 2018). There were differences among the groups in both contexts in terms of success and engagement naturally, much depending on the group itself and their general attitude towards learning English.

It is much hoped that participating in the classroom study gave valuable experiences to the teachers and to some extent, expanded their methodological repertoire. It is, however, rather unfortunate that while the teachers did most of the activities with their groups, only a few of them encouraged their students to do the projects or the service-learning activities, which could have linked their learning about an issue in school to the real world. Their reasons, in many cases, included time constraints or students being overburdened. It would be beneficial, thus, in the context of another study, to explore how these projects and service-learning activities contribute to the development of students' global competence and how teachers can be supported to use them.

One of the implications of this study is that it would be highly beneficial to collect good practices of global competence development in the EFL classroom on a website that is openly available to teachers. The focus group interview study shed light on the fact that such open and free worksheets can be a great help for overworked teachers who do not have the time to look for authentic materials and create their own lessons out of them. Similar websites already exist, but there is a dearth of them created for Hungarian students, reflecting their realities. Therefore, the author of this dissertation created a website containing these ten worksheets (and their accompanying teacher's guides) and some others created by her and her trainees (Divéki, n.d.).

RQ 3.5 What are the students' views on activities aimed to develop global competence?

As international empirical studies show (Bayraktar Balkir, 2021; Gimenez et al., 2011; Hillyard, 2008; Nelson, 2008; Tarasheva, 2008; Tekin, 2011), students express mainly positive views on the incorporation of controversial global content into their EFL lessons. Most of the Hungarian university students and secondary school students from Studies 6 and 7 share these views. As the results suggest, they believe that these lessons helped them develop their *knowledge and understanding* of these issues, they could effectively develop their 21st-century and global *skills* (e.g., critical thinking, communication, cooperation, perspective-taking) and their *attitudes* of openness and global mindedness also developed. Moreover, they think that the activity sequences helped them develop their language skills (e.g., argumentation, vocabulary).

The results of Studies 6 and 7 imply that teachers should not worry about students' attitudes towards such complex topics (Divéki, 2018; Macfarlane, 2015), as they seem considerably open and ready to delve into complex discussions. If not, it is possible to show them the relevance of global issues by incorporating up-to-date, interactive, pop-cultural materials, which are close to the students' world: as some students pointed out, they would have never talked about such issues if it were their choice, nevertheless, they were grateful to have participated in the class. Furthermore, by creating student-centred classes, taking students' interests into consideration, and giving them the power of decision-making in the process (Cates, 2002; Pike & Selby, 1988), teachers can certainly rise to this challenge.

Important Implications

One implication of these findings is that teacher trainers, teacher trainees and secondary school teachers alike should be familiarised with techniques and ready-to-use lesson plans or worksheets to develop their students' global competence. Figure 4 was created with the

aim of collecting good practices to help teachers involved in English as a foreign language teaching integrate the global perspective into their lessons, based on the results of the focus group studies and the review of the literature.

Figure 4

Good Practices for Global Competence Development in ELT



It is much hoped that these findings will be transferable to other contexts as well, and teachers will be able to expand their methodological repertoire with the help of these tools.

Conclusions

Summary of the Most Important Findings

In this research project, I intended to gain insight into Hungarian EFL teacher trainers and secondary school EFL teachers' views on global competence development, to explore the ways they develop the knowledge component of global competence in their students, and to map what else they do in their practice to develop their students' global competence. The studies revealed that the participants have a varying degree of understanding of what the

concept of global competence entails or what global competence development means in practice. Even though they do not have a full understanding, they believe it is important to raise global citizens and they have a role in nurturing their global mindset in EFL classes. The participants develop the knowledge dimension of their students' global competence by bringing various issues of global, local, and intercultural significance into their classes, but the studies reveal that they have a penchant for dealing with intercultural and global issues to the detriment of local content. They consider various aspects when choosing global content to incorporate into their lessons, and in both contexts, their own competence to deal with complex and controversial topics, their students' interests, and the availability of materials play an important role. The respondents use a wide range of student-centred techniques to develop their students' global competence, but their good practices rarely include transformative learning activities. The findings imply that global education should feature more markedly in teacher training programmes. Teacher trainers should endeavour to equip trainees with pedagogical content knowledge about global education and to nurture global citizens who may, in turn, authentically and systematically incorporate global education into their teaching in the future.

Main Pedagogical Implications

Based on these findings, I collected the steps that would be necessary for the successful implementation of GCED in teacher training programmes (with a special focus on EFL teacher training) and consequently, in EFL classes.

Training the Trainers

As a first step, it would be paramount to enable teacher trainers to become global citizens and/or to develop themselves in the role of global citizens and globally competent teacher educators (Boix Mansilla & Jackson, 2011; Longview Foundation, 2008; Tarrozi, 2020). It would be advisable to make foreign exchanges easier for them, to support them in networking and travelling, and to encourage them to participate in international conferences (Cates, 2004). Moreover, organising workshops, training events, and continuous professional development circles (Fekete & Divéki, 2022; Landorf & Doscher, 2013) for them in connection with global education would also be recommended (Bourn et al., 2017). To this end, however, the institutions should allocate sufficient financial and human resources to support the development of the trainers and ensure fidelity of implementation (Landorf & Doscher, 2013).

Greening the Curriculum

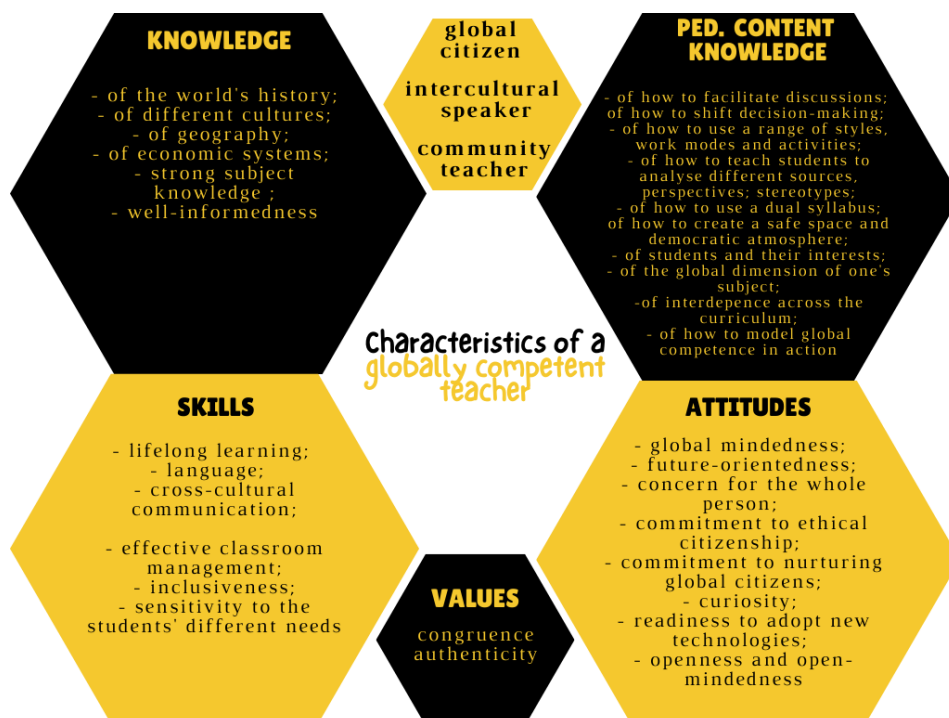
Secondly, it would be important to green the curriculum and include sustainability- and global education-related themes in the curriculum in every subject (Bourn et al., 2017; Lányi & Kajner, 2018; Mónus, 2020). Nevertheless, instead of being occasional and ad hoc, systematic approaches should be used and their progression should be verifiable (Ferreira et al., 2007), as it was suggested by the interviewed teacher trainers (Study 1). To emphasise this commitment, it would be highly beneficial if global education received more attention in the training and outcome requirements and it appeared more markedly in the final examination topics for teacher trainees. Naturally, these efforts should go hand in hand with the previous step because teachers who are not committed to global change are not likely to be authentic in their roles of globally competent teacher educators. Teacher trainers should receive support to learn about the global dimensions of their subjects and creatively incorporate them into their courses.

Making Trainees Think about New Teacher Roles

In teacher training, trainees should be prepared to take on new roles (Lányi & Kajner, 2018) and rethink their role as teachers. They should be trained to become facilitators and to accept that they are not the only source of knowledge and sometimes they will not know the answer to students' questions.

Figure 5

The Profile of a Globally Competent Teacher Based on Studies 1-4 and the Literature



To have a vision, the findings of Studies 1-4 on the characteristics of globally competent teachers could inform trainees about what aspects they should develop in and the visual representation of these characteristics in Figure 5 could be used as a guide to this end. The participants of Studies 1-2-3-4 could not fully describe what it takes to be a globally competent teacher. It would be thus worth addressing this issue in initial teacher education and putting more emphasis on the characteristics not mentioned by the participants, such as having a wide range of knowledge about world history, geography and cultures or being a community teacher. Apart from this, as Goodwin (2019) proposes, trainees should be encouraged to think about what professionalism means in teaching, to learn how to stand up for their rights and to think about collective agency, advocacy, and the communal power of teachers.

Nurturing Globally Competent Teacher Trainees

In EFL teacher training, trainees' foundation courses (e.g., language development, content-based language development, skills development, academic skills) could include global content. While also developing their language skills, students could learn about complex, real-life issues and develop their global competence. Local issues should appear as markedly as global and intercultural issues in these courses, to shed light on the relevance of these issues in students' lives (Lányi & Kajner, 2018). Also, they could be involved in experiential learning activities, e.g., web-collaboration projects, service-learning activities, ethnographic research, to develop their global and language skills, and to have first-hand experiences of the usefulness and transformative nature of these activity types. These activities could contribute to their becoming global citizens and may raise a desire in them to nurture global citizens in turn in the future. The findings of Study 5 may now serve as evidence that it is possible to include global content in foundation courses with dual aims (language and global competence development) and students also find activities relying on their active participation useful and conducive to their becoming globally competent. Based on the EPIC model (Aragón et al., 2017), *exposing* trainees to global education and making sure that they are *persuaded* of its gains would be particularly important during initial teacher training, so that trainees could move along the other phases of implementation (*identification, commitment, implementation*) during their practice.

Making Global Competence a Vital Part of Teacher Education Programmes

As also suggested by the respondents in Study 1, in their methodology-related courses, teacher trainees should be familiarized with the global competence framework and the main

premises of global education. To ensure that all trainees learn about the concept and its applications, it would be paramount to address the topic in compulsory courses (e.g., at Eötvös Loránd University, from Autumn 2021 on, students have a lecture on *Nurturing the global mindset in ELT* in their Methodology Lecture series in their 5th year), but also to provide them with opportunities to learn more about the global perspective in elective courses.

Embracing Conflict in the Classroom

In their methodology-related seminars, teacher trainees could learn how to incorporate the global perspective into their EFL classes. They could learn about the activity types and materials that could be used in lessons revolving around global content. They could be encouraged to create lesson plans and worksheets to this end. Moreover, they could acquire the basics of classroom dynamics and learn how to create a safe space for their students. During this training, teacher trainers should destigmatize conflict in the classroom. As results of the focus group interview with the teacher trainers (Study 7) suggest, instead, they should touch upon the benefits of tense moments in the classroom, familiarize trainees with the pedagogy of discomfort (Boler, 2004) and teach them conflict management techniques in practice. Also in methodology-related seminars, teacher trainers should encourage trainees to learn about transformative learning practices (e.g., service-learning, storytelling, event-based learning) and point out the importance of creating a link between the classroom and the real world.

Focusing on In-Service Teachers

In-service teachers should be provided with opportunities to expand their methodological repertoire. By participating in continuous professional development workshops, conferences, and self-organised professional development circles, they could get support from like-minded colleagues, and learn about new techniques and materials. To help these endeavours, I compiled a figure (Figure 4) with good practices, which could serve as a quick guide to help teachers who are thinking about bringing global content into their classes. Moreover, it would be important to make practising teachers realise that developing their students' global competence does not take away anything from the language learning process, but it actually enhances it: it is a win-win situation, where the students are dealing with important real-life issues, developing skills needed for living and working in the 21st century, developing their language skills using authentic materials, and developing skills

(e.g., argumentation, talking about global topics at length) needed for language exams, all at the same time.

Setting up Easily Accessible and Free Activity Banks

Finally, it would be advisable to set up activity banks with worksheets, lesson plans and interactive activities revolving around issues of global, local, and intercultural interest. Based on the findings of Studies 6 and 8, secondary school teachers are highly appreciative of teacher-friendly, ready-made materials they could bring into their classes without too much preparation. I referred to such activity banks where all materials are available for free in Section 2.1.5.3 of the dissertation. Also, the worksheets created for the research project are uploaded to my website (Divéki, n.d.) and my new worksheets as well as those of my teacher trainees' will be added to this collection in the future. It is much hoped that these materials will be useful for in-service and pre-service teachers and their students alike.

Limitations and Future Research Directions

Even though the studies have brought novel results, the research project is subject to certain limitations. One of the problems concerns the participants of the large-scale questionnaire study. One of the main issues with using online questionnaires is the fact that their completion is not obligatory for the participants, so even if the researcher goes to great lengths to reach as many potential participants as possible, a respondent can simply not click on the link (choose not to participate) or choose to opt out whenever they want to during completion. The risk of participant self-selection was even higher because of the controversial nature of the research topic in question. Even if I attempted to level off this problem (see Section 3.7 in the dissertation), this is an issue worth considering. Another limitation relating to the questionnaire study concerns the distinction between global, local and intercultural issues and the fact that the participants may have had difficulties understanding the difference between these three types of issues. Even though I attempted to level off this problem by providing them with examples of each type in the first section of the questionnaires, it is by no means certain that the participants had the same ideas about these categories as I had. Consequently, it may be worth repeating the studies using a questionnaire containing more clear-cut definitions and examples of global, local, and intercultural issues at the beginning of the instrument. Also, in connection with the questionnaire study, it must be mentioned that there seems to be a significant difference between secondary grammar school and secondary technical and vocational school teachers' topic choices, and secondary technical and vocational school teachers seem to be

less likely to choose controversial content for their classes. This is a most interesting finding; however, it is difficult to interpret given that this is an under-researched area, and no previous research was found which would corroborate these findings. In the future, it would be worth enquiring into this issue using interviews and case studies to reveal the causes of this phenomenon.

Another limitation concerns the classroom study. Owing to the pandemic, this phase of the research became quite problematic; first, owing to emergency remote teaching and then, owing to the limited time frame and the approaching second lockdown. In such a climate, I opted for not observing lessons where many students were, according to their teachers, sitting with their cameras turned off, not ready to participate. Moreover, in the secondary school pilot, some teachers said that they did the worksheets with their students in an asynchronous manner, which would have been unobservable. Even though this issue made triangulation more difficult, I aimed at checking the progress of the groups by keeping in touch with the participating teachers regularly and involving multiple instruments to gather data.

To successfully implement GCED in EFL teacher training programmes, further research would be necessary. It would be beneficial to gain insight into teacher trainees' views on global education and examine their courses with the aim of developing their global competence. More classroom research would be needed to see how students react to similar materials taught by different teachers, or at other universities. It would also be useful to examine methodology and language practice tutors' lesson plans and the materials they use and observe their lessons to see what content they integrate into their lessons and in what ways. Finally, in the teacher training context, it would be useful to set up a series of continuous professional development workshops to familiarise teacher trainers with global education and investigate their perceptions of the workshop series and how it can contribute to changing their practices.

In the secondary school context, it would be also advisable to conduct more research. Given that two constructs did not work properly in the questionnaire study, it would be beneficial to replicate the study, with more items exploring those two constructs (students' interest and topicality) and with a larger sample size, to get a fuller picture of how different aspects influence teachers' decisions to incorporate the global content. To encourage more teachers to bring global content into their classes, it may be useful to

provide them with practice-oriented professional development workshops in their own schools and examine how they implement what they learn in these workshops.

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Other Publications

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